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**Primary to Secondary:
The Impact on Language Learning
In Years 7 and 8**

Sonia Russell

BA(Hons) MA PGCE

Thesis presented for the degree of Doctorate in Education

Centre for Research in Education and Educational Technology (CREET)

The Open University, UK

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Dedication

The thesis is dedicated to my mother and father who taught me that knowledge unlocks the door to opportunity. The thesis is also dedicated to Beverley and Owen Anderson who are a constant reminder of how purposeful perseverance is rewarded by success.

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Abstract

This thesis marks the completion of a longitudinal study conducted between 2010 and 2012. It addresses the motivation and progress of pupils leaving primary school and studying French from the start of Year 7 to the end of Year 8 in England.

The research focuses on secondary school Modern Languages classrooms catering for pupils who left primary school having studied French in various ways or not at all. In order to obtain an understanding of primary school Modern Languages, this research also looked briefly at teaching and learning French in Years 5 and 6.

The thesis is underpinned by a theoretical framework related to early language learning, as well as foreign language learning and motivation. Questionnaires, semi-structured interviews and observations were used to obtain qualitative and quantitative data from pupils and teachers.

An analysis of the data produced a number of key findings. Although the majority of pupils preferred learning Modern Languages at secondary school, they believed that it should still be taught in primary schools. By the end of Year 8, secondary school pupils were no longer as positive about learning French as they were at the start of Year 7. Modern Languages teachers were still facing challenges in the classroom as pupils continued to arrive in Year 7 with or without having studied French at primary school.

The main conclusion was that by the end of Year 8, there was little difference between those pupils who had studied French at primary school and those who had not. Both

groups of pupils had achieved similar grades and showed positive and negative attitudes towards studying French. The Year 5 and 6 pupils were more positive which suggests, nonetheless, that studying languages at primary school might have a role to play in raising motivation in the Modern Languages classroom.

Terminology

Central to the thesis is an understanding of the following terminology as it applies to education in England, Wales and Northern Ireland:

The National Curriculum

Following the Education Reform Act (1988) the National Curriculum was introduced in the same year in England, Wales and Northern Ireland. The National Curriculum includes three core subjects, English, Maths and Science which are compulsory for all pupils aged 5-16. Included in the other foundation subjects is Modern Languages. The National Curriculum provides the guidelines and values which form the pupils' *Programme of Study* at each Key Stage. The National Curriculum is non-statutory in Scotland.

Key Stages

A Key Stage is the term used to denote what pupils will study at each age range as set out in the National Curriculum. For the purposes of the thesis: Key Stage 2 refers to primary school pupils in Years 3, 4, 5 and 6 (aged 7 to 10). Key Stage 3 refers to secondary school pupils in Years 7, 8 and 9 (aged 11–14) and Key Stage 4 pupils are in Years 10 and 11 (aged 14–16).

Programme of Study

This is a statutory part of the National Curriculum for pupils in Key Stage 3. The Programmes of Study are linked to the Key Stage 3 Framework for Languages.

Attainment Levels

Attainment Levels describe the Level the child has achieved, or is expected to achieve;

Level 1 is the lowest and Level 8 is the highest. The descriptor Exceptional Performance is awarded to pupils who exceed Level 8. The Levels are also sub-divided as in the following example:

Level 2a is a strong Level 2

Level 2b is a satisfactory Level 2

Level 2c is a weak Level 2

Foreign or Modern Language Learning

A Foreign or Modern Language is learned in a formal setting such as a classroom and often referred to as the target language.

Second Language Learning (also known as Second Language Acquisition)

Second Language learning refers to any languages acquired in a natural setting and thus in a similar way to the acquisition of the first language.

Chapter One: Introduction and Rationale

1.1 Historical Background

Hawkins (1987) described the changes which took place in Modern Languages teaching in the early 1960s as euphoric. During this period technology was used widely to enhance language learning. Audio-visual methods were enhanced through the use of the tape-recorder, film-strip projectors and the media all contributed to the ‘the new orthodoxy’ in the Modern Languages classroom (Hawkins, 1987, p. 4). Teaching methods such as the grammar-translation method which emphasises language patterns, and the audio-lingual method based on Skinner’s theory of behaviourism were being challenged.

The Annan Report (1962) also contributed to changes which took place during the early 1960s. It proposed that Modern Languages should be taught in primary school and new teaching methods should no longer include translating prose into the foreign language. Inspired by the Annan Report, the Centre for Information on Language Teaching and Research (CILT¹) was set up in 1965. In the 1960s the Nuffield Foundation aimed to make Modern Languages available to all schools and produced a French course – called Nuffield French - for British primary schools; thus by the end of the 1960s ‘language classrooms’ had become ‘undoubtedly more attractive places than they were’ (Hawkins, 1987, p. 8).

The euphoria which gripped Modern Languages teaching and learning in the early 1960s did not last. Associated with the projects undertaken by the Nuffield Foundation, Burstall, Cohen, Hargreaves and Jamieson (1974) were commissioned by the National Foundation

¹ (CILT became the National Centre for Languages and merged with CFBT Education Trust in 2011. CILT was finally disbanded in 2012).

for Educational Research (NFER) to undertake a pilot experiment to find out whether Modern Languages could be successfully introduced into primary schools. This research study was carried out on primary languages for five years commencing in 1964 (Burstall et al., 1974, p. 11).

Attitudes towards primary French were positive at the start of the study but after three years ‘a bare majority of...pupils were still in favour of learning French’ and after five years, it was clear that, ‘a negative shift of opinion had taken place during the intervening two-year period’ (Burstall et al., 1974, p. 160). The pilot experiment failed leading to the abandonment of Nuffield French which aimed to ‘give children a better start with languages and equip them to go on learning through life’ (*The Nuffield Foundation*, 2000, p. 5). Moreover, the entries for O’ level French which had begun to fall during the late 1960s continued to do so into the middle of the 1980s.

1.1.1 *Beyond the 1980s – Key Stage 2*

In 2002, the National Languages Strategy was published by the Department for Education and Science² (DfES) in the publication, *Languages for all: Languages for life. A Strategy for England* (DfES, 2002). This provided all Key Stage 2 primary school pupils (aged 7 to 10 years, 11 months, in Years 3 to 6) with an entitlement to begin learning a Modern Language by 2010. According to the National Languages Strategy, ‘language competence and intercultural understanding are not optional extras, they are an essential part of being a citizen’ (DfES, 2002, p. 5). The National Languages Strategy stated that its vision is

² The Department for Education and Science was originally the Department for Education, see Appendix 1 for an explanation.

‘clear’; early language learners should receive the opportunity to study a Modern Foreign Language and the quality of teaching should enable them to do so enthusiastically.

The National Languages Strategy also looked beyond planning for the young children by stating that provision had to be made for ‘lifelong learning’ thus ‘breaking down barriers both within this country and between our nation and others’ (ibid, 2002, p. 4). It was supported by the *Key Stage 2 Framework for Languages* (introduced in 2005 and completed in 2007) which provided advice to teachers delivering the Key Stage 2 entitlement to Modern Languages. In 2009, an *Independent Review of the Primary Curriculum*, led by Sir Jim Rose (Director of Inspection at Ofsted) recommended that Modern Languages should be compulsory at Key Stage 2 from September 2011.

According to the Office for Standards in Education, Children’s Services and Skills (Ofsted), inspections which it conducted in 82 primary schools, between 2007 and 2010 showed that an increasing number of primary schools included Modern Languages on their curriculum, thus using their entitlement to offer Modern Languages to primary school children (Ofsted, 2011, p. 5). However, on 7 June 2010, the newly elected Coalition Government announced that the entitlement to Modern Languages in primary schools would remain, but not the National Languages Strategy. This decision seemed to contradict the *Key Stage 2 Framework for Languages* (2009) that teaching Modern Languages in the primary school ‘makes a valuable contribution to the Every Child

Matters agenda by introducing children to the languages and cultures of others' (DCSF, 2009, p. 1). Unfortunately the Government's announcement was followed, in 2010, by uncertainty surrounding primary languages due to cuts in funding. 'Almost half of Local Authorities providing languages lessons in primary schools...could only guarantee continued support for six months' (Ward, 2010a, p. 16).

The Coalition Government kept its promise to review the decision it made in 2010. Consequently, in 2012, 91% of primary school teachers welcomed the Government's proposal that Modern Languages should become compulsory at Key Stage 2 in maintained schools in England from September 2014 (DfE, 2012c). The CfBT Education Trust produces annual reports (called *Language Trends*) regarding the situation of language learning in English schools. In 2012, it provided evidence for the first time regarding the situation of Modern Languages at Key Stage 2. Issues remain unresolved in Key Stage 2 Modern Languages. For example, 'in common with other studies in England...transition and transfer from Key Stage 2 to Key Stage 3 were ongoing concerns' (Cable et al., 2010, p. 149). 'The place of languages in the primary curriculum is under close scrutiny' (CfBT Education Trust, 2012, p. 1). The CfBT found, nonetheless, that 'language teaching', in 2012 had become 'a reality in a very high proportion of primary schools' (CfBT Education Trust, 2013, p. 1).

1.1.2 *Beyond the 1980s – Key Stage 3*

Influenced by the functions and notions syllabuses of the 1970s and 1980s and the graded objectives movement (Macaro, 2008, p. 102), the GCSE Modern Languages Curriculum which was introduced in 1986 focused on communication and meaning. Many teachers

were optimistic that the new qualification would reduce the disillusionment which existed amongst pupils in the Modern Languages classroom. Unfortunately, however, from the early 1990s it was clear that the pupils were disenchanted once again with learning a Modern Language. Consequently, there followed a steady decline in the numbers of pupils taking a Modern Languages GCSE as ‘the focus of attention on language use instead of language structure...failed to stimulate those who might have found structure itself stimulating’. This may have contributed to the fact that communicative approaches to language teaching were no longer fashionable (Hudson, 2007, p. 7).

To improve language learning in secondary schools, *The Framework for Teaching Modern Foreign Languages: Years 7, 8 and 9* was introduced in 2003 as a component within the KS3 National Strategy. Ironically, shortly afterwards in 2004³, Alan Johnson (Labour Secretary of State for Work and Pensions) decided to make Modern Languages optional at the end of Key Stage 3 and focus on making it compulsory at Key Stage 2. Newspaper articles in *The Telegraph* and *The Times Educational Supplement* highlight the following: the decision to make Modern Languages non-compulsory from age 14 was followed by ‘renewed fears that foreign languages (were) in terminal decline’ (Paton, 2010, p. 1) since by 2010 French, which was once the ‘mainstay of secondary education’, did not lie any longer in the top ten subjects as an option chosen for GCSE (Barker, 2010, p 4). According to the National Centre for Social Research, 43% were entered for a GCSE in Modern Languages; in 2002 that figure had been 75% (DfE, 2012a, p 1).

³ The decision to make Modern Languages optional had been announced by the Labour Government in 2002.

Following the General Election in 2010, Michael Gove (The Coalition Government's Secretary for Education) introduced a new indicator of examination performance in the English school league tables, called the English Baccalaureate (EBacc). The EBacc is not a stand-alone qualification but is a performance measure that recognises the achievement of five GCSE's at grades A* - C including a Modern Language (DfE, 2012b). The EBacc was introduced to stop the continuing decline in the number of students studying Modern Foreign Languages and was included in English school league tables.

Michael Gove stated in *The Importance of Teaching. The Schools White Paper* that 'the proportion of young people studying a Modern Language GCSE has fallen from 79% in 2000 to just 44% in 2008 and 2009'. He maintained, therefore, that 'the introduction of the English Baccalaureate will encourage many more schools to focus on ensuring every student has the chance to pursue foreign language learning to the age of 16' (DfE, 2010, p. 44). Furthermore, according to the Association for Language Learning (ALL) the inclusion of Modern Languages 'in the White Paper identifies languages as a key subject which...could play a significant role in encouraging more students to continue to learn languages throughout Key Stages 3 and 4' (ALL, 2010, p. 1).

In addition to the EBacc performance measure, in September 2012 Michael Gove announced his intention to introduce individual English Baccalaureate Certificates (EBC) to replace GCSE's after 2015; those in Modern Languages would be awarded from 2016. In his speech to Parliament, Gove told MPs that 'critical reform is ending a system that has narrowed the curriculum, forced idealistic professionals to teach to the test and encouraged heads to offer children the softest possible options... it is time to raise aspirations and

restore vigour to our examinations’ (Watt, 2012, p. 1). In February 2013 Michael Gove was forced to ‘climb down over his controversial plans’ to replace the GCSEs (Grice and Garner, 2013, p. 1) because the new proposals did not include many of those elements which teaching professionals, and policy-makers believed were necessary to ensure ‘the safe and continued delivery of all qualifications’ (Glenys Stacey, chief executive of Ofqual – The Office of Qualifications and Examinations Regulation, in Grice and Garner, 2013, p. 2).

The attempt to introduce English Baccalaureate Certificates failed but the introduction of the EBacc performance measure has been more successful. Although the number of pupils taking a GCSE Modern Language has not yet reached the peak of the 1980s, and is still one third down on ten years earlier, the 2012 GCSE results showed, according to Education Minister Elizabeth Truss, that ‘the EBacc has not just arrested but reversed the decline in languages in our secondary schools (DfE, 2012c, p. 1).

In 2013 the number of pupils who took GCSE Modern Languages rose a further 15.8%. However, according to the findings of the *Language Trends* 2102, it would seem that the rise in the number of pupils taking GCSE Modern Languages should be noted with caution. ‘The increases identified in Year 10 in Language Trends 2011...are not resulting in a continuing upward trend – changes were made in 2011 but no further measures have been taken to improve take-up of languages’ (Tinsley and Board., 2013, p.80).

In his speech (published 2013) to Parliament, David Laws (Coalition Government Minister of State for Schools) stated that the accountability measures for secondary schools will be

changed. With the addition of the new accountability measure (which will be the floor standard) the EBacc will become the fourth floor standard out of four. Secondary school league tables will show the percentage of pupils who passed English and Maths and their average results attained across eight subjects – ‘English, Maths, three further EBacc subjects and three other high value qualifications’ (DfE, 2013b). Secondary schools will be encouraged ‘to offer an academic curriculum to more pupils at Key Stage 4, without dictating schools’ curriculum design’ (DfE, 2013b). It would seem, therefore, that since schools will no longer need to include a Modern Language in the main accountability measures from September 2015, the status of Modern Languages within the EBacc has possibly been weakened.

The decision to make Modern Languages compulsory in primary schools from September 2014 creates implications for teaching in Year 7 since languages lessons must cater for a class in which there are pupils with different ranges of ability, as well as for those who arrive with different experiences of primary languages. Having decided in 2013 to make GCSEs more rigorous rather than to discard them, it is hoped that the Government’s new proposals will continue to halt the decline in the number of children studying Modern Languages beyond Key Stage 3. Those subjects are being taught as teachers, policy-makers and academics alike still need to address major challenges in the Modern Languages classroom; ‘the motivation of young people in the UK to engage with language studies in school...’ (Coyle, 2011, p. 7).

1.2 Development of Professional Knowledge

Prior to starting this research, the concept of evidence-based practice in education was unfamiliar to me. Evidence-based practice is important in order that the findings of any educational research undertaken can help to shape the direction of the teaching profession. According to Hargreaves (1996), it is important to have evidence-based research at the core of education because ‘in education there is simply not enough evidence on the effects and effectiveness of what teachers do in classrooms’. Unlike in medicine, he argued, ‘teaching is not – and never will be – a research-based profession unless there is a major change in the kind of research that is done in education’ (Hargreaves, 1996, p. 4).

Ravitch (1998) similarly sums up the importance of research and the role it should play in paving the way for improvements in working practice. She argued that our lives would be at risk without an insistence on appropriate medical research, therefore it seems reasonable ‘to insist with equal vehemence on well-tested, validated education research’ (Ravitch, 1998, p. 3). Educational Research, nonetheless, needs to be purposeful in order to influence practice and culminate in the provision of ‘an evidence-based corpus of knowledge’ (Hargreaves, 1996, p. 4). Thereafter, that knowledge needs to be shared with the teaching profession, Government authorities and relevant educational bodies. According to Hammersley (2007) effective educational research also builds on the evidence obtained from previous studies, thus providing ‘a better foundation for subsequent investigations’ (Hammersley, 2007, p. 33) into educational-based practice.

Like Hammersley (2007) I agree in part with Hargreaves (1996) and Ravitch (1998) but I question whether the teaching profession has totally ignored the importance of undertaking meaningful educational research. It is important to avoid carrying out 'investigations...which are never followed up' or which 'produce inconclusive and contestable findings of little practical relevance' (Hargreaves, 1996, p. 2). On the other hand, it is equally important to bear in mind that the teaching profession faces constantly changing top-down policies from each Government. The constant and inevitable response to change can make it difficult for teachers to find the time needed to engage in educational research. There is a tendency to rely instead on teachers undertaking Continual Professional Development (CPD) courses or In-Service Training (INSET) and even those procedures are being curtailed due to the cost.

Despite work constraints, however, an increasing number of teachers recognise that educational research can help to influence, in a positive way, educational policies as well as teaching and learning. Consequently, as a Modern Languages teacher, I also took a step back to look at my own practice and decided that I also needed to get involved in carrying out research which is not separated from practice.

I have been teaching Modern Languages in the secondary school sector for many years and work in an environment in which not all pupils show a positive attitude towards learning a Modern Language. Many pupils feel overwhelmed by the demands being placed on them. As a Modern Languages teacher with many years of experience, I have also seen the constant changes taking place in the Modern Languages classroom due, to a large extent, to top-down policies influenced by the Government.

In September 2008, whilst I was teaching a class of Year 7 pupils, some of the pupils finished the reading comprehension quickly; others found the task difficult. When asked the reason, the pupils who finished the task stated that they had learned some of the vocabulary at primary school. Being curious, I decided to find out from the other members of the Modern Languages department if they had similar experiences.

I realised that it would not be possible to draw definite conclusions just by questioning a few colleagues and pupils in my class without reviewing some of the literature covering Key Stage 2 to Key Stage 3 transition and motivation. As I reviewed the literature (see Chapter Two) I found, firstly, that although Government policy documents claim that primary languages will improve motivation and raise attainment, research to date does not unequivocally support this. Secondly, there has not been any study in the particular context of Essex, where interest in the research questions is evidenced by the participating schools. Thus, having identified gaps in the literature and flaws in some of Burstall et al.'s (1974) data collection (see section 2.4.3), I decided to undertake the present research study. As my research progressed, my goal has remained the same; to become involved, as Hargreaves (1996) and Ravitch (1998) suggest, in evidence-based practice which will not only inform but play a part in helping to increase pupil motivation, to improve teaching methods and ultimately GCSE results in Modern Languages.

My research therefore is drawn in part from previous research carried out by Burstall et al. (1974) and my own experiences as a Modern Languages teacher. As pupils continue to arrive at secondary school with or without having studied Modern Languages at primary school, my main focus lies in finding out what effect this might have had on their attitude and motivation at Key Stage 3.

Chapter Two: Literature Review

2.1 Introduction

At the time of writing the National Curriculum has been reviewed. Already recognising that ‘languages are part of the cultural richness of our society and the world in which we live and work’ (DfE, 2007, p. 2) and seeking to learn from some of the best education systems abroad, Michael Gove stated⁴, that the New Curriculum should reflect ‘the best collective wisdom we have about how children learn, what they should know and how quickly they can grow in knowledge’ (Rt Hon Michael Gove MP, 2010). The final publication of the New Curriculum includes a new programme of study for Modern Languages for both Key Stages 2 and 3. Both programmes of study ‘provide the foundation for learning further languages, equipping pupils to study and work in other countries’ (*Languages Programme of Study Key Stage 2 and Key Stage 3*, 2013, p. 1) and give ‘beginner learners a seven-year joined up language learning experience’ (Hawkes, 2013, p. 21), which may also have a positive effect on learner motivation.

2.2 Defining Attitude and Motivation

Theorists such as Dörnyei and Ushioda (2011), Ushioda (2008), Ryan and Deci (2000, 2002), Chambers (1999), Gardner (1985) and Gardner and Lambert (1959) pointed out that it is almost impossible to define attitude and motivation. As a result, there is plethora of theories which continue to be debated as researchers seek to understand attitude and motivation.

⁴ Michael Gove made this statement during his annual address to the National Conference in Birmingham setting out his vision for an improvement in the school system.

2.2.1 Attitude

Theorists may not agree on the exact definition of attitude but the majority believe that it consists principally of three main components: cognitive, (the emotional feeling a person shows towards an event) affective (the person is influenced by that emotion) and behavioural (the manner in which one reacts to that situation). Alternatively, Gardner (1985, p. 40) argued, ‘attitudes can refer to more general attitudinal dispositions’ such as ‘ethnocentrism’ (judging another culture by one’s own) ‘authoritarianism’ (the unquestioning obedience to authority) or ‘anomie’ (dissatisfaction with the role a person plays in society).

The links between attitude, enjoyment and learning are extremely complex, therefore, the achievement in Modern Language learning might be linked to any, or all of the above components since each component is not easily separable from another when seeking to ascertain a person’s response to a given situation. In the Modern Languages classroom, if the pupil has a positive attitude and the experience is pleasant, the pupil might be encouraged to learn. If the pupil’s attitude is negative, the experience will not be perceived favourably (Tremblay and Gardner, 1995, p. 8).

2.2.2 Motivation

In 1959, Gardner and Lambert found that the achievement of Second Language learning ‘was related not only to language aptitude but also to motivation’ (Tremblay and Gardner, 1995, p. 5). There followed an increase in the amount of research attempting to find different ways to define motivation and in particular its role in Second and Modern Language learning. Finding an agreed definition may be challenging: ‘it is a multifaceted

term' (Chambers, 1999), and consequently 'there is no single motivational theory suited to an understanding of all the factors involved in motivational behaviour' (Landy and Becker, 1987 in Tremblay and Gardner, 1995). The move by researchers to carry out further studies regarding the role of motivation has been welcomed by Gardner and Tremblay because 'renewed interest will result in greater understanding of this topic' (Gardner and Tremblay, 1994, p. 359).

Motivation takes into account many motives which are not the same for every person. The behaviour exhibited by an individual may differ depending on the occasion and the circumstances. Chambers (1999) suggested, moreover, that in order to explain motivation, it should be considered as a 'structural model' to which various strands containing different categories should be attached (Chambers, 1999, p. 13). He stated that those strands should not be detached one from another because each is dependent upon the other. 'Thus learners' motivation may be determined by perceived need, enjoyment or social pressure ...' (Chambers, 1999, p. 17).

The call for 'a more practitioner-validated classroom-based concept of motivation' (Ushioda, 2008, p. 19) criticised Gardner and Lambert for, as Crookes and Schmidt (1991) argued, failing to include the context of learner motivation in their research. This led to the broadening of research on motivation towards a 'more dynamic view of motivation' (Ushioda and Dörnyei, 2009, p. 7); the need to include cognitive theories in language learning research regarding motivation and a call for an analysis of that research in classroom settings.

Macaro argued, for example, that it is not possible to measure motivation in the same way that one can measure a pupil's aptitude or proficiency (Macaro, 2003, p. 89). 'Motivation does not have obvious direct causes' which makes it difficult to apply it as a cause, for example, of low achievement and it is not easy 'to recognise it when we look for it' (Macaro, 2003, p. 89). He believed, on the other hand, that there needs to be an attempt to understand motivation in order to be able to decide what will work in the classroom to motivate language learners (Macaro, 2003, p. 90).

In order to understand motivation, Macaro (2003) looked at various research studies. Macaro started his literature search with research carried out by Pritchard (1935) and ended with studies by Graham (2002). Macaro concluded that 'motivation can be linked to a number of determinants' (Macaro, 2003, p. 91). Those determinants include, for example, finding the target language useful; a willingness to engage with the target group; whether pupils' opinions are swayed by friends and family or, as Graham (2002) found in her study, that even Year 12 and Year 13 pupils find Modern Languages difficult; a finding which was replicated by Macaro in 2003.

Dörnyei, on the other hand, has concentrated his efforts in a new concept for motivating language learners. 'The L2 Motivational Self System represents a major reformation of previous motivational thinking by its explicit utilisation of psychological theories of the self' although its roots lie in 'previous research in the L2 field' (Dörnyei, 2009, p. 9). Dörnyei suggested that motivation, whether conscious or unconscious does not remain constant (Dörnyei and Ushioda, 2011, p. 3) because it involves thought processes which are not only difficult to define but which also provide learners with the freedom to react

differently when responding to guidance, instruction and opportunities for learning (Mercer, 2000, p. 140). Moreover, as Ushioda pointed out, ‘it almost goes without saying that good language learners are motivated’ (Ushioda, 2008, p. 19). Consequently, ‘good quality research on motivation’ is available but the difficulty is in trying to define and explain a ‘construct’ which has many components (Macaro, 2003, p. 89). Those components are discussed below.

2.3 Motivation Models and Modern Language Learning

Motivational research has shown that attitude and motivation affects language learning; both concepts have a role to play in determining whether or not Modern Languages learners are willing to devote the time and energy necessary to achieve competency in the target language. Outside of the context of Modern Languages, motivational theories focused primarily on general psychology, industrial psychology and educational psychology. Xiao (2011) argued, nonetheless, that although ‘the motivational theories employed in SL/FL (Second Language / Foreign Language) research might appear to be limited compared to what has been done outside the SL/FL context’ (Xiao, 2011, p. 1) much of the impetus for research into Modern Languages motivation is owed to Robert Gardner’s and Wallace Lambert’s socio-educational model (see section 2.3.1).

2.3.1 Socio-Educational and Psychological Models

Gardner and Lambert’s socio-psychological and socio-educational framework originated from the bilingual context in which their research was conducted. In 1959 Gardner and Lambert researched language learner attitudes and motivation amongst Second Language learners in Canadian High Schools, during which they classified the pupils as either

‘integratively or instrumentally orientated towards learning a Second Language’. The terms indicated whether the pupils showed an interest in the language and culture of the French community (integratively orientated towards learning another language) or if those pupils believed learning French would help them to get good grades at school and thereafter a job using the target language (instrumentally orientated towards learning a Second Language).

Gardner (1985) reminded his readers that when this social psychological model of motivation is used ‘if the students are motivated to learn the language they will’ (Gardner, 1985, p. 11). The statement is often inadvertently used to refer to Modern Language learning and not to those who are learning a Second Language⁵. Thus, as the social psychology model is discussed, it is important to bear in mind that Gardner and Lambert’s research focused on a Second not a Modern Language context - Canadian pupils learning French as a Second Language at school.

Gardner and Lambert’s socio-psychological model consists of three components – the desire to succeed, the effort made to achieve one’s goal and an attitude towards language learning which is ‘relatively specific in that the attitude object (i.e., learning French) is fairly circumscribed and definite (Gardner, 1985, p. 40). As a result, ‘the central argument in the socio-psychological approach is that motivation is a cause of language achievement or success’ and the social psychological agenda has been ‘instrumental in shaping the way that motivation is theoretically defined’ (Ushioda, 1996, p. 6-8).

⁵ See the section – Terminology - for an explanation of the difference between Second Language Learning and Modern Languages learning.

However, although Dörnyei (2001), Dörnyei (2009), Ushioda (1996, 2008), Crookes and Schmidt (1991), Skehan (1989) and others have recognised that ‘Gardner’s work on the place of motivation in language learning is unique and certainly its positives outweigh the negatives’ (Skehan, 1989, p. 61), Dörnyei (2009) emphasised that motivation, nonetheless, is active and dynamic. According to Dörnyei, the socio-psychological approach first used by Gardner and Lambert in 1959, whilst remaining a useful concept did not take into account new cognitive motivational ideas such as self-determination theory (see section 2.3.2) and goal theory (see section 2.3.6). Gardner and Lambert’s research in 1959 ‘contained considerable promise’ by developing measurement techniques, for example, which Skehan (1989, p. 54) claimed are worth pursuing. On the other hand, to separate motivation into two orientations, instrumental and integrative, Ushioda (1996) believed only gives a snapshot of the concept of motivation.

Gardner theorised later that language learning has both socio-psychological and socio-educational dimensions. The socio-educational model of language learning suggests that the ‘cultural component of language learning motivation plays a role in language classroom motivation’ denoting whether or not learners are willing to identify with the cultural aspects of the language (Gardner, 2010, p. 10). According to Gardner, therefore, even if a learner is only able to count to ten in the target language, this shows he or she is beginning to identify with that culture by ‘making something that is foreign part of his or her behavioural repertoire’ (Gardner, 2010, p. 2). For this reason Gardner argued that the socio-educational model of language acquisition is not quite like the socio-educational model of other school subjects because for some pupils learning another language can be a positive experience and for others a negative one. ‘Like ability, motivation is seen in the

socio-educational model as a primary variable that influences the individual's degree of success in learning a second language' (ibid, p. 23).

Although Gardner and Lambert's investigations were primarily conducted in the Second Language classroom, it is important to recognise that the socio-educational model can be applied in part to learning a foreign language in the Modern Languages classroom.

Modern Languages pupils are required to learn vocabulary, language structure, pronunciation and ultimately to try to communicate in the target language (Gardner, 2010, p. 7). The question remains, however, whether those pupils have or are likely to have a strong desire to demonstrate an integrative orientation towards learning a Modern Language or an instrumental orientation in order to increase their school grades, for example.

2.3.2 Intrinsic and Extrinsic Motivations

According to self-determination theory – a theory of motivation which considers why a person chooses to act without any external influences (Deci and Ryan, 2002) - a distinction is made between different types of motivation which is based on the different reasons or goals for carrying out an action. Ryan and Deci (2000) argued these are most easily split between intrinsic and extrinsic motivation.

An intrinsically motivated person derives satisfaction from a task accomplished without focusing on any reward he or she may obtain. The extrinsically motivated individual will carry out an assignment even if he or she does not enjoy it because of the possibility, for example, of a good grade. Both types of individuals are expected, for example, to respond

confidently to unscripted conversations, in the Modern Languages classroom: the 2009 Key Stage 3 Framework for Languages places a great emphasis on the importance of oral interaction and communication. As Deci and Ryan argued, ‘orientation of motivation concerns the underlying attitudes and goals that gave rise to action’ whilst representing a pattern of self-determined activity (Deci and Ryan, 2002, p. 10). Consequently, for optimum progress to occur it is preferable for the learner to have intrinsic motivation; it is that which leads to ‘high quality learning and creativity’ (Ryan and Deci, 2000, p. 55).

Intrinsic motivation requires ‘competence and autonomy’ from the individual but research also shows that person also needs to feel secure (Grolnick, Frodi and Bridges, 1985, p. 1297). It would seem, therefore, that the intrinsically motivated pupil may still benefit from teacher scaffolding and encouragement in order to secure optimum motivation and consequently achievement in the classroom.

Ryan and Deci (2000) pointed out, nonetheless, that it is possible for learners who are extrinsically motivated to achieve but teachers need to be aware of this. Generally, extrinsically motivated pupils do not respond to tasks which they consider to be boring; the teacher’s role therefore is to try to foster in the learner the importance of carrying out the task. It may require an activity or ‘a significant other or group endorsing action’ thereby ‘in some way conveying their endorsement’ (Deci and Ryan (2002, p. 19) to the reluctant individual. As a result, the pupil who is able to find value without external pressure in the work undertaken, is more likely to succeed by supporting his or her ‘innate need to feel connected to new ideas’ and ‘consequently new skills’ (Ryan and Deci, 2000, p. 65).

In support of Ryan and Deci (2000), Ushioda (2008) argued that learners who display in their lesson a sense of enjoyment, interest, knowledge development and a sense of satisfaction upon accomplishing a task, are showing intrinsic motivation. Furthermore, she stated, intrinsic motivation helps shape cognitive thinking patterns and thereafter 'motivated engagement in learning' (Ushioda, 2008, p. 21), which Ames (1986) argued is observable. In fact Ames (1986) believed it is necessary to distinguish between observable behaviour and thinking patterns which persuade learners to behave as they do. An outward demonstration of a willingness or unwillingness to learn could be a reflection of the learner's attitude towards learning a Modern Language, their personal priorities or towards the tasks set.

According to Johnson (2008), if 'the study of motivation can raise the question of cause and effect' then it is possible to believe 'that motivation may lead to success but success can also lead to motivation' (Johnson, 2008, p. 127) since there are pupils who make an attempt to succeed once they find that their grades are improving. Unfortunately, the reverse is also true as pupils give up when their grades fall. The problem, as Johnson (2008) also pointed out is the difficulty of determining whether the student has stopped working because his or her grades are poor or whether in fact he or she has given up because the reward for all the hard work has not materialised.

It would seem therefore that adopting a wider perspective on motivation in the Modern Languages classroom should be encouraged. According to Noels, Clément and Pelletier (1999) motivational constructs, such as self-determination theory, are important in order that pupils' attitudes toward learning another language might be understood. 78

Anglophone students aged 18-36 registered in a six-week summer immersion program in Canada provided the data, obtained by Noels et al. (1999), to investigate whether there is a distinction between intrinsic and extrinsic motivation. Supporting Deci and Ryan's (1985) previous research, Noels et al. (1999) concluded that understanding the relation between intrinsic and extrinsic goals can be useful for assessing the pupils' achievement in the Modern Languages classroom, and possibly 'in predicting L2 learning outcomes' (Noels et al., 1999, p.25).

Drawing on previous debate and research in their guide for teachers, Jones and Coffey (2006) suggest that primary school pupils are not as self-conscious as secondary school pupils when faced with learning something new. This echoes Dulay, Burt and Krashen (1982) who argued that learners' motivation is often determined by personality and therefore self-confidence. Those exhibiting a lower anxiety level are often more willing to try to work out the answer without worrying about making mistakes. The result, Dulay et al. argue, is 'probably an enhancement of subconscious language learning' because the learners' minds remain clear so that they can process the information received. (Dulay et al., 1982, p. 75).

Perhaps for this reason, Jones and Coffey (2006) make a possible case for Modern Language learning to start in primary school. In Jones and Coffey's opinion, primary school pupils 'are less rigid in their perceptual understanding of the world than secondary age pupils' (Jones and Coffey, 2006, p. 76). Thus the primary school teacher may be able to capitalise on younger children's lack of inhibition.

2.3.3 *Self-Efficacy*

According to Bandura's (1997) social cognitive theory, self-efficacy refers to how a person judges his or her ability to carry out a task. It is possible, Bandura explained, that two pupils may receive the same grade for an assignment; self-efficacy will be determined depending on how the outcome is perceived by that individual. Thus 'the same level of success may raise, leave unaffected or lower perceived self-efficacy depending on how various personal and situational contributions are interpreted and weighted' (Bandura, 1997, p. 81). Perhaps as Joët, Usher and Bressoux, (2011) argue, the pupils' self-efficacy beliefs towards learning a Modern Language are better predictors of their performance in the classroom than 'standardised test scores or grades' (ibid, 2011, p. 10).

2.3.4 *Cooperative Learning and Motivation*

Perhaps, as Dörnyei (1997) stated, the answer to increasing motivation lies in the need to use more cooperative learning (pair work and group work) in the classroom. He believed it can help to raise the learners' self-esteem and increase their motivation and achievement. Moreover, whilst the competitive nature of group work may increase extrinsic motivation amongst the learners, it also encourages a 'positive interdependence among the students' (Dörnyei, 1997, p. 484). As pupils work together in the classroom to complete a task successfully, perhaps it is not difficult to identify with Dörnyei's argument, particularly since cooperative learning can help to reduce anxiety, as experienced by the learners and particularly those who are less able.

During cooperative learning the 'whole group benefits from a member's academic achievement; this can lead to a learning environment in the classroom which provides the

motivational basis for excellent conditions required for learning another language' (Dörnyei, 1997, p. 488). Moreover, as Noels et al. (2001) suggested, working in a group can provide the autonomy within the group to which individuals can bring their experience. Learners will have the opportunity to provide another dimension to the different types of motivation, 'which vary according to how much a learner engages in an activity for reasons of personal choice' (Noels et al., 2001, p. 425).

According to Nakata when we discuss motivation 'we often think in terms of positive or negative attitudes in the classroom' (Nakata, 2006, p. 19). Teachers may identify with Nakata's finding that teachers usually think about their motivated learners as those who readily take part in classroom activities; show an interest in the subject and are willing to do their classwork and homework. The tendency is to teach with these views uppermost in one's mind and perhaps ignore the fact (though unintentionally) that 'lessons which always consist of the same routines ...lead to an increase in boredom' (Nakata, 2006, p. 65). In order to avoid this, Nakata (2006) like Noels et al. (2001) and Dörnyei (1997) suggested that pupil motivation, including that of the weaker learners, can be increased by including cooperative learning 'because every participant in a cooperative task has an important role to play' (Nakata, 2006, p. 65).

According to Cook (2008) 'whatever the teaching method, some students will prosper and some will not and often despite their best intentions' (Cook, 2008:135). Whilst one might accept Dörnyei's (1997), Noels et al.'s (2001) and Nakata's, (2006) argument, there are pupils who work on their own and in a group and either due to lack of aptitude or amotivation do not achieve. One wonders, whether as Cook (2008) also argued, 'there still

seems to be an element that can only be attributed to the individual; some people can, others cannot' (Cook, 2008, p. 135).

Perhaps the above seems negative since if some pupils can learn a Modern Language and others cannot, there would seem to be little point in offering Modern Languages to every pupil. As Cook (2008) also stressed, if pupils have no real contact with the foreign culture and no real interest in it, they may possess neither an instrumental or integrative orientation towards learning a Modern Language, hence the learner is left with no real sense of achievement. Consequently, it is important to bear in mind that, as Dörnyei (2009) stated, in order for pupils to feel motivated they must have a set of goals which are more than career-driven. Furthermore, they need to be made to feel that they are progressing towards achieving goals which according to Chambers (1999), are 'negotiated: challenging but achievable' (Chambers, 1999, p. 35).

Dörnyei questioned, nonetheless, whether there is any such thing as motivation because it is so difficult to define; he suggested that the word motivation should be seen as a concept which is abstract and thus only used as a convenient way to describe a very complex issue, that is, trying to explain why people behave as they do (Dörnyei, 2001, p. 1). Dörnyei even claims that pupils who are really motivated will learn a second language 'regardless of their language aptitude' (Dörnyei, 2001, p. 2). In fact Muijs, Barnes, Hunt, Powell, Arweck and Lindsay (2005) found during their research that although some pupils had difficulties with reading and writing in the target language, motivation amongst the pupils was high. 'The pupils were generally very positive towards languages ... both in the views expressed when groups of pupils were interviewed and when lessons were observed'

(Muijs et al., 2005, p. 44). As Dörnyei (2001) concludes, and even if the role of aptitude is also accepted, the term motivation is both useful and ‘highlights one basic concept of the human mind [which] most teachers would agree has a very important role in determining success or failure in any learning situation’ (Dörnyei, 2001, p. 2).

2.3.5 *The L2 Motivational Self System*

Successful pupils will relate their motivation for learning to recognition of the need to engage successfully with the actual learning process (Dörnyei, 2009, p. 29). Dörnyei’s L2 Motivational Self System introduced the idea that learning cannot take place without action on the part of the learner. As he or she visualises the ‘ideal self’ (Markus and Nurius, 1986, and Higgins et al., 1985, cited in Dörnyei, 2009, p. 13), the learner draws closer to achieving his or her goals. Although, the concept of the ideal self might be considered to be more relevant to older learners than to the young learners, it is important, nonetheless, to ensure that teaching which takes place enables the young learner to achieve goals which are linked to his or her ‘ideal self’ and is not based on the ‘ought to self’ (Higgins et al., 1985 and 1987 in Dörnyei, 2009, p. 13). The latter signifies that the pupil is working to achieve goals only to please the teacher and to pass exams, for example. This, Gardner (1985) argued, ‘does not necessarily signify motivation to learn the language’ (Gardner, 1985, p. 11). He believed true motivation is achieved when ‘the attitude towards the goal are linked with the effort and drive; then we have a motivated organism’ (ibid, 1985, p. 11).

Dörnyei’s (2009) L2 Motivational Self-System reforms previous thinking about motivation, but he does not deny the previous contributions made to the psychological

theories of the 'self' and motivation (Dörnyei (2009, p. 9). In stressing the importance of goals in the Modern Languages classroom, Dörnyei reminds us that 'human action is caused by purpose' which guides the learners towards 'future-oriented self-guides' (Dörnyei, (2009, p. 15). Consequently, when learners internalise the effectiveness of their 'possible selves' (Dörnyei, 2009, p. 17) it enables them to grasp and live the dream of success which is linked to their 'ideal self' (Higgins et al., 1985 cited in Dörnyei, 2009, p. 13).

Dörnyei's L2 Motivational System (which includes the component the L2 Ideal Self) revolutionised much of the work by Gardner and Lambert. However, Gardner and Lambert's theory - the integrative and internalised instrumental orientation towards learning a Modern Language – forms motivational sub-categories of the component the 'L2 Ideal Self'. If the learner is able to embrace the L2 Ideal Self they are better placed to have an L2 learning experience which though related to learning does not culminate in negative outcomes associated with the 'ought to self' and consequently less extrinsic or instrumental motives (Dörnyei, 2009, p. 29).

The ideas presented in Dörnyei's model are shared by Miller and Brickman who believed this approach is necessary to enable pupils to become 'self-regulated learners' but who also need support from teachers and the resources used to help them 'commit to meaningful educational goals' (Miller and Brickman, 2004, p. 10). Should language learning in the primary school remain on the Government's agenda, this support needs to commence there and continue when they transfer to secondary school because, as Johnson (2008) pointed out, attitude and motivation are not the same.

2.3.6 Conclusion

Although motivation theories have concentrated mainly on research with adults, some of the models of motivation have been included in order to show an understanding of the theoretical underpinnings of motivation. This, however, is only one aspect of Key Stage 2 to Key Stage 3 transition. Moreover, the instruments used in theories on motivation are complicated and are inapt for my young participants. According to Coleman, Galaczi and Astruc (2007) 'Motivation is always inseparable from learning context' (Coleman et al., 2007, p. 248). Motivation is clearly important in all contexts, yet the complexities of motivation are too large for an EdD which is aiming to give an insight of the overall issues. Consequently although my research focuses on transition, the theories of motivation have been included because motivation and attitude are likely to be linked to the context of transition.

2.4 Motivation in the Modern Languages Classroom

Modern Languages motivation consists of various components which are needed to help understand the complexity of attitude and motivation in the Modern Languages classroom. The pupils learning a Modern Language in England do so in an institutional setting without regular contact with the target community. As pupils develop a feeling of Modern Languages being too difficult, they tend to give up, a situation which is not easy to change at secondary school (Tierney and Gallastegi, 2011, p. 486). During the three stages of her data collection Richardson (2013) asked the pupils to state whether they found Modern Language lessons difficult. 'The majority of pupils at each of the data collection points indicated that it is difficult to learn a language' (Richardson, 2013, p. 9), perhaps

explaining why enjoyment figures for Modern Languages fell from 72.2% at the beginning of Year 7 to 55.1% at the end of Year 7.

Hawkins had argued in 1996 that many pupils do not share the idea that a Modern Language could be advantageous when seeking employment or travelling abroad. The English Language has become a *lingua franca* (a language widely used throughout the world) which has in turn fostered 'the feeling in the UK that foreign languages are not necessary' (Hawkins, 1996, p. 37).

Research carried out between 2005 and 2006 by Coleman et al. (2007) also suggested that many pupils in England were unconvinced by the need to study a Modern Language by the end of Key Stage 3. Coleman et al. (2007) found, (apart from in specialist language schools) that the motivation for studying Modern Languages fell 'between Year 7 and Year 8, [and] though less steeply, between Year 8 and Year 9 (ibid, 2007, p. 270).

When we look at attitudes towards language teaching and learning, 'why should English pupils feel any differently since the British population 'has been governed for a long time by politicians (who) remain blind to the fallacy of the British media mantra that 'English is enough'? (Coleman, 2009, p. 115). In 2010, Ofsted found that more than in more than two thirds of the non-specialist language schools they visited, fewer than 50% of the pupils opted to study a Modern Language. (Ofsted, 2011, p. 48).

Arguably, however, the attitude towards learning a Modern Language might yet start to become more positive. More recently Richardson (2013) found that over 88% of pupils in

Year 6 and Year 7 believed that, despite finding Modern Languages difficult, ‘it is useful to learn a language’ (ibid, 2013, p. 8).

Michael Gove’s recent policies (such as those explained in sections 1.1.1 and 1.1.2) seem to have addressed, in part, the decline in Modern Languages in English schools. He has not reversed the decision to make Modern Languages optional in English schools at Key Stage 4. However, his decision instead, to make Modern Languages statutory in primary schools from September 2014 seemed to support the view that learning a Modern Language early might address ‘the perceived decline in the United Kingdom’s capability in foreign languages at all levels’ because ‘motivation is one of the most significant predictors of success in foreign language learning’ (Coleman, et al. 2007, p. 245-248). Michael Gove’s policies seem to support also the theory (discussed below in section 2.5.1) that there may be a ‘critical period’⁶ (Lenneberg, 1967; Penfield and Roberts, 1959), during which the first language can be acquired and a Modern Foreign Language can be learned successfully which in turn could address the need to motivate learners in the Modern Languages classroom.

2.4.1 Early Language Learning

2.4.1.1 Introduction

The decision to make Modern Languages statutory in English primary schools reinforces the *Key Stage 2 Framework for Languages* (2009), in that teaching languages in the primary school ‘makes a valuable contribution to the Every Child Matters agenda by

⁶ See section 3.1.1

introducing children to the languages and cultures of others' (DCSF, 2009, p. 1). In favour of an early start, Johnstone (1994) argued that younger children will have more time to learn, although the constraints mentioned in section 2.5 below suggest this is not the case in all primary schools.

The change to teaching Modern Languages earlier also brings Modern Languages learning in England in line with other countries which have 'lowered the age of starting English by at least three years' with growing 'evidence all over Europe that parents want to go lower still, convinced that English will give their children an advantage in the economy' (Sharma, 2009, p. 1).

Despite the successes abroad Graddol (2006) stated that it is necessary to be cautious. He has advised against borrowing ideas from abroad without careful consideration about how they should be implemented. Although there are examples of good practice abroad, those education systems and pupil motivation, with regard to the introduction, teaching and learning of Modern Languages, are not exactly the same as they are in England. Learning 'English has become a necessary skill for workers in countries within Asia, for example' (Graddol, 2006, p. 38). Nonetheless, perhaps lessons can be learned from some education systems abroad where Modern Languages are being taught from an early age.

In Finland, for example, there is a 'consistently planned, systematic approach to language provision' (Scappaticci, 2012, p. 1). In Sweden, the length of time that must be spent on each subject is statutory (Swedish Institute, 2012:2) and according to the international

studies presented by Skolverket (the Swedish National Agency) ‘9th graders showed top level in English in the first extensive studies in Modern Languages’ (Skolverket, 2013, p. 6). Moreover, as Lundberg (2007) pointed out during his research into the teaching of languages to young learners in Sweden, ‘the challenge of motivating pupils for language learning should not be underestimated, and seems to be crucial after initial years of English at the age of 10 or 11’ (ibid, 2007, p. 29).

Section 2.4.1.2 below highlights some of these issues by exploring in more detail early language learning and motivation internationally. Examples centre on empirical data obtained from young learners of Modern Languages and English in Europe and Asia.

2.4.1.2 The Attitude and Motivation of Young Learners Towards Learning a Modern Language: An International Perspective

From September 2014 Modern Languages are due to become compulsory in English primary schools, whilst in Asia, (Japan, Korea and Vietnam, for example), and Europe more emphasis is being placed on the implementation of English (as mentioned in section 2.4.1.1). According to Enever (2011) more effort is being proposed for early foreign language programmes in order that young learners will be able to benefit from curricula which are required to be more interesting, motivating and to answer a growing need for appropriate language and content. Many countries wish to pursue the possible benefits of international business, and as a result, decisions which have been made to introduce English in primary schools abroad are often due to ‘an assumption that an earlier start will undoubtedly lead to increased proficiency’ (Enever, 2010, p. 2).

According to Nikolov (2009) strong ties in the 1990s between Hungary, Germany and Austria meant learning German as well as English was very popular. Moreover, research carried out by Nikolov into early language learning between 2000 and 2005 showed that Hungarian attitudes towards learning a Modern Language remained positive, although the language of choice became English.

Between 2000 and 2005 Nikolov (2009) carried out four separate studies which involved learners in Year 6 and Year 10 (ages 12 and 16), studying English and German, in order to investigate early Modern Language learning. The data showed that the young pupils were more positive about learning another language and, in particular, English instead of German. There followed a tendency for the pupils to out-perform their peers who were studying German, due possibly to their view of English as a *lingua franca*. Nikolov (2009) found, for example, that 62% of pupils in Year 6, who were learning English and 51% learning German, set a goal to strive for good grades (Nikolov, 2009, p. 101).

Having responded to a need, identified by Edelenbos, Johnstone and Kubanek (2006), for research into the implementation and development of language learning amongst young learners across Europe, the ELLiE (Early Language Learning in Europe) project was set up in 2006 to evaluate the benefits of an early language learning policy. The three-year longitudinal study which followed from 2007 to 2010 provided an insight into the pupils' attitude and motivation towards language learning in six to eight primary schools in Croatia, England, Italy, Netherlands, Poland, Spain and Sweden. A variety of schools were chosen, in each country, to reflect a range of pupils' socio-economic backgrounds in both urban and rural areas. Findings obtained from the questionnaires, semi-structured

interviews, lesson observations and task-based data (listening, speaking and reading), showed that 3.92% of the young learners, across the seven countries in their research, felt negative about starting to learn a new Modern Language. By the end of the three-year study that percentage had increased to 11.7%. Perhaps ELLiE's findings were not surprising since as Tragant (2006) suggested 'the general pattern that emerges [from research] implies a decline in positive attitudes around the age of 10 and 11' (Tragant (2006) cited by Mihaljević Djigunović, in Nikolov, 2009, p. 75). As Enever (2011) stated later, 'it is important to recognise that not all children have positive attitudes to Foreign Language Learning and these attitudes may deteriorate over time (Enever, 2011, p. 149).

'The consequences of using untrained Modern Languages teachers and the impact on the children's motivation, language learning [and] outcomes' (Enever and Moon, 2010, p.5) should not be ignored. The ELLiE researchers also found that both generalist and specialist teachers of Modern Languages were teaching the subject to young learners in all but one of the seven countries in which their study was conducted. Italy was the only country which consistently only employed semi-specialists, whilst in England unqualified Modern Languages teachers were also being used to teach the young learners. As Tragant-Mestres and Lundberg (2011) concluded during their case-study of a primary school in England, these pupils had responded positively to lessons which consisted of highly motivating and varied activities; 'the continuity of having one specialist teacher throughout the school was valuable for the learner group' (Tragant-Mestres and Lundberg, 2011, p.90).

ELLiE's findings seemed to replicate those by Mihaljević Djigunović (2009). After having investigated whether young learners' attitudes and motivation for learning English depended upon the teaching setting, Mihaljević Djigunović concluded, following her study of 138 first graders in Croatia in 2006, that a lack of motivation towards Modern Languages learning might also be attributed to the pupils' learning conditions.

According to the findings by the ELLiE team of researchers, 'young learners may not only differ from one another but can show a range of combinations of characteristics that may lead to very different learning behaviours and language outcomes' (Mihaljević Djigunović and Lopriore, 2011, p. 58). This would seem to reflect those opinions expressed by Gass and Selinker (2008) who argued that other reasons should be considered as the pupils' personality, emotion or both may have a role to play in the attitudes which early learners display towards learning a Modern Language.

Two of the pupils who took part in the ELLiE research, Leonardo and Petra, exemplified the changes which take place as pupils learn another language. As Leonardo became less anxious and developed more confidence in himself, his grades improved. On the other hand, by the end of the 3rd year, Petra's marks deteriorated as she gave up when the tasks she undertook became more difficult.

Should one look more closely at Petra's and Leonardo's performance whilst learning English, both pupils portrayed the fact that early learners' progress changed as they evaluated their learning environment and the general experience of learning. Leonardo continued to express his preference for the traditional classroom (Mihaljević Djigunović

and Lopriore, 2011, p. 55) and Petra withdrew from the learning experience which she described negatively, particularly in the last year' (ibid, 2011). In fact data collected by Muñoz (2012) from 76 young learners in Barcelona during two sets of studies showed that the pupils preferred the traditional classroom – 'learning which focused on form production ... as positive for their learning' (Muñoz, 2013, p. 37). It might be possible, as Muñoz (2013) argued, to conclude that 'from very early on learners construct their own views about foreign language learning ... influenced by their personal development, school experience ... the attitudes of parents teachers and the community at large' (Muñoz, 2013, p.37). Overall, these studies suggest that, in addition to individual variation, the particular context in which early language learning is implemented will influence pupils' attitudes and motivation, thus underlining the need to research specific locations such as Essex.

2.4.2 The Critical Period Hypothesis

It is virtually impossible to argue that children are unable to acquire language from an early age. There is sufficient evidence all around us, regardless of country of origin and social class, that children under normal circumstances are able to acquire and use language easily and appropriately. Different theories seek to explain how children acquire their first language and whether this plays a part in explaining how children learn a Second Language or a Modern Foreign Language.

In 1957 Skinner had argued that children acquire language by repeating what they hear from their parents. In his view, language is no more than a set of words which could be acquired when the parent praises the child for correctly repeating a word, phrase or sentence. Other researchers, such as, Penfield and Roberts (1959) argued that learning is

best achieved if done 'in accordance with the brain's physiology' (Penfield and Roberts, 1959, p. 255). Once the child has passed this 'window of opportunity' (Maynard, 2012, p. 5) it is more difficult or even impossible for that child to learn another language successfully because it is unphysiological' (Penfield and Roberts, 1959, p. 255).

Perhaps the views presented by Penfield and Roberts, (1959) should be noted with caution. They drew their evidence following their research into the effects of aphasia. They found that children regained their speech despite having suffered some damage to the brain. 'Child and adult, alike, become speechless after such an injury, but the child will speak again...after a period of months. The adult may or may not do so...' (Penfield and Roberts, 1995, p. 240). Consequently, Penfield and Roberts (1959) stated that children are born with a natural capacity for language learning and given that the child's brain is plastic, it is much easier for him or her to learn two or three languages 'providing that this is done before age nine to twelve' (Penfield and Roberts, 1959, p. 235).

Lenneberg (1967) argued similarly that there may be a critical period for acquiring the first language and learning a Modern Foreign Language. He believed that between the ages of two and three years language emerges by an interaction of maturation and self-programmed learning. Between the ages of three and the early teens the possibility for primary language acquisition continues to be good but after puberty the brain behaves as if it had become set in its ways (Lenneberg, 1967, p. 158). According to his theory, there is evidence of adults who learn other languages well after puberty, but after twelve years old the process is no longer 'automatic', and 'foreign languages have to be taught and learned

through a conscious laboured effort'. This explains, possibly, why overcoming the accent of the mother tongue after puberty is more difficult to achieve (Lenneberg, 1967, p. 176).

Unlike Skinner, Chomsky (1959) did not support the theory that language can be acquired simply by some form of constant drilling or conditioning because this would suggest that a child's ability to acquire language would be devoid of any internal mental processes. On the contrary, Chomsky believed that children are born with an innate language acquisition device (LAD) which is essential for acquiring one's first language (Chomsky, 1959, p. 25).

As Modern Languages become compulsory in the primary school in September 2014, it seems the debate is set to continue because 'the entire claim of the earlier the better' has never been well-founded' (Klein⁷, cited in Sharma, 2009, p. 1).

2.4.2.1 Early Language Learning on Progress and Attainment in Instructed Settings

As discussed in section 2.4.2, Lenneberg's (1967) Critical Period Hypothesis has been used often by researchers to explain the acquisition of one's first language and also given as an explanation for the successful learning of a Modern Foreign Language by young learners in both naturalistic and instructed settings. However, research carried out since the 1970s has not necessarily confirmed that there are long-term advantages when starting to learn a Modern Language at a young age, 'therefore there are grounds to suspect that the influence of age on L2 learning may be moderated by the learning context' (Muñoz, 2008, p. 199). It might be possible that progress in language learning also lies in the realisation

⁷ Professor Wolfgang Klein, Director of the Max Planck Institute for Psycholinguistics in the Netherlands.

that formal instruction (classroom experiences) in which motivational strategies are effectively used have an important instructive value (Dörnyei, 2001) from which both young and older learners might benefit.

Empirical studies into the progress and attainment made by young and older learners in the languages classroom possibly belong, as Muñoz (2008) argued, into one of two main paradigms. Firstly, studies carried out by researchers such as Burstall et al. (1974); Oller and Nagato (1974) and Navés, Torresand Celaya (2003) investigated the progress made by pupils of similar ages who had studied a foreign language for different periods of time. Having researched the progress made by pupils studying French at primary school from age 8, and others at secondary school from age 11, Burstall et al. (1974) found that the early starters 'reached a higher level of achievement in spoken French' (Burstall et al., 1974, p. 34) than the late starters. However, Burstall et al. also found that the late starters eventually out-performed the early starters; the early language learners had gained 'not in 'mastery' but in attitude' (Burstall et al., 1974, p. 144).

Oller and Nagato (1974) drew their conclusions from data collected from 233 Japanese learners of English as a Foreign Language who were in the grade 7th, 9th and 11th grade. The data included pupils with and without six years of primary school English. The pupils completed a 50-item English cloze-test formulated for each grade-level. Oller and Nagato's (1974) findings showed that there was a 'highly significant difference between FLES (Foreign Language in the Elementary School) students' who out-performed the 'non-FLES students at the seventh grade' (Oller and Nagato, 1974, p. 18). By the 11th grade, the difference between those pupils with and without any previous experience of learning

English as a Foreign Language was insignificant, which seemed to indicate that older learners can assimilate as much in five years as early learners can in eleven years (Oller and Nagato, 1974).

The written performance of 520 pupils (from different state schools in Barcelona) who started learning English at age 8 and 11, provided the data from which Navés, Torras and Celaya (2003) drew their conclusions. Navés et al. (2003) aimed to investigate the long-term effects of an early start, if any, on written performance. The pupils' written work was analysed at three stages – after 200, 416 and 726 of English Language lessons, after which Navés et al. (2003) argued that 'overall, late starters significantly out-perform early starters in the four areas of writing (fluency, accuracy, syntactic complexity and lexical complexity' (Navés et al., 2003, p. 123). Perhaps as Singleton (2000) argued, following their literature review, 'learners exposed to a second language at primary and who then at secondary level are mixed in with later beginners do not maintain an advantage for more than a modest period over these latter' (Singleton, 2000, p. 22).

According to Muñoz (2008) the second type of methodological studies focused on learners (regardless of whether they were early or late foreign language learners) who might achieve the same success if they had all been learning a foreign language for the same length of time. In Muñoz's (2008) opinion, research suggests that 'older learner's generally show a higher rate of learning, and hence a higher learning efficiency' (Muñoz, 2008, p. 203). This seems to be consistent with findings by Harley and Hart (1997) and García Mayo (2003) for example.

Harley and Hart's (1997) research, for example, consisted of 65 Canadian pupils; 36 pupils in 1st grade and 29 in 7th grade. The pupils attended lessons which were taught 50% of the time in English and for an equal amount of time in French. The pupils were tested three times to assess their aptitude, proficiency and oral skills. The younger pupils performed better on vocabulary recognition and sentence repetition and the older pupils performed better when asked to complete a written task. From their findings Harley and Hart (1997) stated that '... early immersion students' L2 outcomes were much more likely to be associated with a memory measure than with a measure of analytical ability, whereas the opposite was the case for late immersion students ...' (Harley and Hart, 1997, p. 395).

Similarly, following their research into two groups of students (8-9 year olds, and 11-12 year olds) studying English as a Third language in Spain, García Mayo (2003) found that the older learners show more linguistic awareness and therefore 'behave in a more target-like fashion as far as providing accurate grammatically judgements of the sentences under study' (García Mayo, 2003, p. 104) than the early learners.

In summary, it would seem, as Johnstone (2002) suggested that 'in principle it is never too early to begin, but equally it is never too late to begin' (Johnstone, 2002, p. 13). Given a suitable context and support, learners of any age can benefit greatly from their attempts to learn an additional language.

2.4.3 Modern Languages in Key Stage 2

In 1964 the Ministry of Education introduced French into the primary school as an experiment. Between 1964 and 1973 the National Foundation for Educational Research (NFER) commissioned Burstall et al. (1974) to conduct a longitudinal study to assess the success of the experiment. Burstall et al., recorded problems with the research from the start; for example, the sample was taken from three cohorts of pupils – ranging from age 8 to 9 years, 11 months. Secondly, staffing difficulties and the first cohort's 'atypical introduction to French' meant that all the pupils taking part in the research were not studied over the same period (Burstall et al., 1974, p. 12-13).

Upon careful study of the data collection, it is evident that there were flaws in the experiment. The primary school pupils who took part in Burstall et al.'s (1974) research went to a diverse range of secondary schools – secondary modern, comprehensive, grammar, girls' and boys' schools - thus making it difficult to replicate this study with sufficient reliability and validity. Nonetheless, despite the flaws mentioned above, the views presented by the teachers should be noted. Most of the secondary schools received pupils with three years of French and other pupils who had studied French for a shorter period, 'disrupting' in the event 'the normal organisational policy' (Burstall et al., 1974, p. 173). Many schools recognised the strength of primary languages because in their view 'it is harder to achieve the same fluency with pupils who start French at age 11' (Burstall et al., 1974, p. 175). Unfortunately, however, they also stated that the problems outweighed the advantages the consequence of which led to the failure of Nuffield French as explained previously in section 1.1 and the abandonment of primary Modern Languages. Perhaps it was no surprise therefore that, 'by 1973, the balance of opinion in the receiving

secondary schools had veered more towards a negative than a positive view of the effects of the experiment' (Burstall et al., 1974, p. 187).

Although the experiment commissioned by NFER (led by Burstall et al. from 1964 to 1974) to introduce French into the primary school was not successful, the quest to see Modern Languages in the primary school curriculum had not been completely abandoned. The inclusion of Modern Languages in the primary school returned to the educational agenda following the publication of the *Nuffield Languages Inquiry* in 2000. Having stated that 'English is not enough' the Inquiry maintained that studying more than one language is necessary for economic competitiveness and social cohesion. Furthermore, to achieve this, early Modern Language learning should commence from the age of 7 (*Nuffield Languages Inquiry*, 2000, p. 8).

As a result of the Nuffield Inquiry, the Labour Government renewed its commitment, in 2002, to primary school Modern Languages; the result was the publication of the National Languages Strategy, *Languages for All: Languages for Life. A Strategy for England* (DfES, 2002) and thereafter the *KS2 Framework for Languages* (2002). During this period the Government also proposed that all primary schools would be entitled to learn a Modern Language by 2010. It stopped short, however, from making it compulsory.

The Independent Review of the Primary Curriculum Interim Report was published in 2008 by Sir Jim Rose in response to the Labour Government's request for a curriculum which would inspire life-long learning. 'Having found that many primary schools had already made a good start on introducing one or more Modern Languages' (ibid, 2008, p. 7), Sir

Jim Rose proposed that languages should be embedded within the area of ‘English, communication and languages’ so that links could be established ‘between English ...and realise the potential, for example, of role-play and drama for young children learning a Modern Language’ (*The Independent Review of the Primary Curriculum: Interim Report*, 2008, p. 11).

The Independent Review of the Primary Curriculum: Final Report published by Sir Jim Rose in 2009 reinforced the views which he expressed in the 2008 *Interim Report*. His findings also appeared to be consistent with those provided by researchers such as Tinsley and Comfort (2012), Cable, Driscoll, Mitchell, Sing, Cremin, Earl, Eyres, Holmes, Martin and Heins (2010), Bolster, Balandier-Brown and Rea-Dickins (2004), Driscoll (1999a), Driscoll (1999b) and others who examined some of the key issues which inform the debate on primary languages. According to Sir Jim Rose (2009) ‘it was encouraging to find that, all the schools visited in the course of the [2009] review, only one was not offering a language ... (and that school had plans to do so)’ (*The Independent Review of the Primary Curriculum: Final Report*, 2009, p. 100). However, similar to Tinsley and Comfort (2012), Cable et al. (2010), Bolster et al. (2004), Driscoll (1999a), Driscoll (1999b) Sir Jim Rose (2009) also argued that there were also predictable drawbacks because many of the key conditions for the successful implementation of Modern Languages in the primary sector remained unresolved such as the need to strengthen ‘the language skills of the primary workforce’ (*The Independent Review of the Primary Curriculum: Final Report*, 2009, p. 103).

Driscoll (1999a) had also maintained, for example, that learning a Modern Language at primary school 'is a worthwhile enterprise', but questioned, at the same time, whether or not all primary school pupils share the same experiences (Driscoll, 1999a, p. 23). Modern Languages had been taught by non-specialist primary teachers who did not understand how to assess pupil achievement in that subject. Insufficient time was available for teaching Modern Languages effectively because the 'primary curriculum was overcrowded and training for both in-service and trainee teachers of languages at primary level was inadequate' (McLachlan, 2009, p. 200-202).

During an ethnographic study carried out in two separate Local Education Authorities (LEAs), Driscoll (1999b) noted that in one of the schools specialist Modern Language teachers taught according to a set timetable; in the other the Modern Languages curriculum was incorporated into the primary school curriculum and taught by a generalist (the primary school teacher with some knowledge of a Modern Language). Driscoll also found that the specialist teacher followed the lesson plan and used the target language much more than the generalist teacher. The specialist teacher also met with the secondary school Modern Languages teacher once a term. Their goal was to aim for 'parity of language experience across the cluster group⁸ of primary schools to maximise the progression of pupils' learning' (Driscoll, 1999b, p. 38).

The generalist teachers, on the other hand, stated that whilst they could liaise with the teachers of other subjects, with Modern Languages they felt isolated. The generalist teachers did not talk about forward planning; their focus seemed to be on making sure that

⁸ See the section –Terminology - which explains a cluster group.

a weekly slot remained on the school timetable so that Modern Languages would not be dropped from the school timetable (Driscoll, 1999b, p. 39). Driscoll emphasised the fact, nonetheless, that even though generalist teachers were experienced teachers in their own right, strategies just needed to be in place to ensure that the successful implantation of primary languages ‘can be sustained over time’ (Driscoll, 1999b, p. 48). Moreover, ‘specialist language teachers may have an advantage teaching primary school languages as they are likely to be fluent in the target language but there is a danger that if they are secondary trained, they may import inappropriate methods of teaching into the primary school’ (Driscoll et al., 2004, p. 9).

Perhaps, therefore, it was not surprising that the experience of Modern Languages teaching and learning in the primary school had been so varied. The *Key Stage 2 Framework for Languages* (2009) stated that it is committed to building on and fostering the ‘enthusiasm and commitment’ from teachers which as ‘the centrepiece of the *National Languages for All, Languages for Life* intended to ensure ‘every child aged 7 – 11 was able to learn a new language’ (DfE, 2009, p. 1).

Driscoll (1999b) and McLachlan’s (2009) research findings appear to be consistent with some of those by Wade et al. (2009). Wade et al. (2009) from the National Foundation for Educational Research, were appointed by the DCSF to conduct a three-year longitudinal study (from the autumn of 2006 to 2008) into Key Stage 2 Modern Languages learning. The sample was obtained from an annual questionnaire sent to all the Local Authorities in England to which no less than 70% replied each year. Data from a representative sample of primary schools were also gathered. As well as observing the provision for Modern

Languages in primary school, the researchers also looked at the arrangements made for transition from Key Stage 2 to Key Stage 3 (Wade, Marshall and O'Donnell, 2009, p. 2). Wade et al. (2009) found that in 2008 the number of primary schools providing the opportunity for pupils to study a Modern Language was 22% higher than in 2006; in 2008 provision was provided by 92% of primary schools. They also reported that the schools were using their entitlement to language learning to good effect and preparing for the fact that Modern Languages in the primary school was going to become statutory in 2011. Consequently, Wade et al. (2009) concluded that at the end of their three-year longitudinal study there were 'positive developments in the progress made by primary schools in England in implementing the entitlement to language learning...as set out in the National Languages Strategy' (Wade et al., 2009, p. 5).

Commissioned by the DfES, Cable et al. (2010) carried out a multi-method study which involved 40 case-study schools each reflecting a range of school approaches to language provision. Cable et al.'s (2010) research instruments included a literature review which was initially conducted in 2007 and thereafter updated as necessary during the study. The data was collected using classroom observations, pupil questionnaires and semi-structured interviews with both the pupils and teachers (Cable et al., 2010).

Cable et al. (2010) found that language provision varied across and within Local Authorities (Cable et al., 2010). *The Key Stage 2 Framework for Languages* (2009) suggested that at least one hour per week should be spent for Modern Languages lessons but Cable et al. (2010) found that schools which took part in the study 'offered a discrete timetabled lesson of 30 – 40 minutes to most KS2 year groups with more time allocated to

pupils in years 5 and 6' (Cable et al., 2010, p. 5). Consequently, it would appear that the recommendation by *The Key Stage 2 Framework for Languages* (2009) was not always easy to achieve (Cable et al., 2010).

Perhaps it was no surprise, therefore, that following the General Election, the Coalition Government's announcement on 7 June 2010 that it did 'not intend to proceed with the new primary curriculum' (DfE, 2010, p. 1) which had been recommended by Sir Jim Rose, was welcomed by many Head Teachers. The Head Teachers had become 'hesitant to commit time, staff and money to primary languages' (Ward, 2010a, p. 38). Nonetheless, if there is a case for primary languages, then perhaps as Donato and Tucker (2010) stated, one also has to accept that "language learning takes time and this is seen dramatically in young children" (Donato and Tucker, 2010, p. 72).

In 2012 the *Making Foreign Languages Compulsory at Key Stage 2 Consultation Report: Overview* (DfE, 2012d) seemed to suggest that Modern Languages teaching and learning in the primary schools was becoming more positive. In 2011, Ofsted had cited good or outstanding progress in the teaching of Modern Languages 'in just under six out of ten of the primary schools visited' (Ofsted, 2011, p. 6) and according to the aforementioned Report (2012) 'the vast majority of teachers (91%) agreed with the Government's intention to introduce foreign languages at Key Stage 2' (DfE, 2012d, p. 1). This marked a positive step forward but with the *2012 Language Trends* survey suggesting that 'more than a quarter of schools were still not confident in providing language teaching in KS2' (Tinsley and Board, 2013, p. 34), it would be necessary to ensure conditions are being created for success (Tinsley and Board, 2013; McLachlan, 2009).

Tinsley and Board (2013) based their findings on the *2012 Language Trends Survey*, which consisted of data collection and an analysis regarding the 'provision for languages in primary schools' (Tinsley and Board, 2013, p. 21). 719 primary schools (23.7% response rate) replied to an online questionnaire the majority of which were situated in the North West, Yorkshire and Humberside England and the least in the West Midlands. 604 of the primary schools which responded taught Modern Languages to every pupil during class time and throughout KS2. 20 primary schools surveyed did not teach Modern Languages (17 of those schools had taught it previously). This was due to a 'lack of teaching staff, support and resources' (Tinsley and Board, 2013, p. 21). French was offered by three quarters of the primary schools and a smaller proportion provided Spanish and German lessons. Across KS2 the usual amount of time dedicated to Modern Languages learning was 30 minutes. One third of the schools did not have any arrangements for monitoring and assessing the pupils.

The 39% of schools which recorded their pupils' progress used the *Key Stage 2 Framework for Languages* (2009) as a guide. Modern Languages teaching was carried out by the primary class teacher in 68% of the schools, but as Tinsley and Board (2013) pointed out, none of the schools ticked the response: 'Primary class teacher with training was provided' (Tinsley and Board, 2013, p. 26). Moreover, 17% of the primary schools used teaching assistants (TAs) and Higher Level Teaching Assistants (HLTA) to teach the Modern Languages lessons. Only 40% of the responding schools provided lessons taught by a teacher with a Modern Languages degree whilst '8.5% of schools had no staff with language expertise at all and up to 23% (132) did not have staff with language competence above GCSE level' (Tinsley and Board, 2013, p. 27).

Some of Tinsley and Board's (2013) findings are worrying; it is excellent to find, from the *Languages Trends Survey* (2012), that more schools are willing to embrace the inclusion of Modern Languages as part of the primary school curriculum, but the benefits of an early start to Modern Languages learning could become 'counterproductive'. The problem, argued Professor Kelly⁹ (cited in a newspaper article by Tickle, 2013) is that the (previous) Labour Government's drive to up-skill primary teachers in Modern Languages teaching has not been continued by the Coalition Government, as a result, the Professor Kelly questioned 'the capability of primary teachers to teach children a language they will rarely be fluent – or even functional in – themselves' (Tickle, 2013, p. 2).

It seems Professor Kelly's fears may be well-founded as 'repetitive language classes' have been found to be 'letting down a generation of young pupils' (Harris, 2013, p. 2)

According to Katherine Richardson's (2013) study which was presented to the British Educational Research Association (BERA) in September 2013, many primary school children have become critical of Modern Language lessons. Many of the secondary school pupils who took part in Richardson's (2013) research complained that they were repeating the material which they had learned at primary school. Primary school pupils also complained because, as one pupil stated, 'We get really bored because we're going over the same thing over and over again'. Another pupil argued, 'In primary school ... all you learn is like *'bonjour'* throughout the whole of Key Stage 2' (Richardson, 2013, p. 9).

2.4.4 Key Stage 2 to Key Stage 3 Transition

'Assessing the performance of drift between the ages of seven and twelve requires

⁹ Director of Research in languages at the University of Southampton.

assessing how we support children in their change of school around age 11' (CBI, 2012, p. 9). Unfortunately, there continues to be considerable concerns about the transition from primary to secondary Modern Languages due, in part, to the lack of continuity against which researchers have warned (Galton, Gray and Ruddock, 1999; Schagen and Kerr, 1999).

As well as the successes, other countries have been affected by the failure to put in place appropriate strategies to ensure the smooth transition from primary to secondary Modern Languages. China faced trained teacher shortages and the difference in English teaching provision between the east and west and between the cities and rural areas was disproportionate (Hu, 2007), and in Scotland researchers found that secondary school teachers did not always take into account what the primary school pupils had done during their primary school lessons (Johnstone, 1994, p. 42).

It seems evident, as Bevis and Gregory (2005) pointed out that primary schools and secondary schools have to work in unison in order to ensure that transition arrangements between the two sectors (primary and secondary schools) do not disadvantage the pupils. Primary school teachers need to have appropriate arrangements and systems in place, such as choice of language and length of study time because arrangements and systems 'all have an impact on the pupils' motivation in Key Stage 3', and secondary school teachers need to build on the Key Stage 2 pupils' experience of Modern Languages (Bevis et al., 2005, p. 4).

Regrettably, findings by Tinsley and Comfort (2012), Bolster et al. (2004), Galton et al. (1999) Burstall et al. (1974) and others all point to possible problems when the pupils leave primary school and continue studying Modern Languages at secondary school. Some pupils may indeed look forward to learning something new but ‘few teachers think that the links are satisfactory and ‘discontinuities exist in the ways that teachers at different Key Stages approach their subject’ (Galton et al., 1999, p. 26). Furthermore, when pupils leave primary school, they often start secondary school unsure about what is ‘expected of them’ (Galton et al., 1999, p. 34).

Over 30 years ago Burstall et al. argued, on completing their research, that the transition of Key Stage 2 primary school Modern language learners to Key Stage 3 was filled with problems. Pupils arrived at the secondary schools with ‘negative attitudes towards foreign-language learning’ (Burstall et al., 1974, p. 186). The secondary schools faced organisational problems because some of the pupils had three years of primary school French and others less. Consequently, the secondary school Head Teachers had to decide whether to place the pupils in classes dependent on their general ability or according to their progress in French. In short, Burstall et al. found for the most part, primary to secondary Modern Languages transition processes which were not sufficiently rigorous (Burstall et al., 1974, p. 172). It seems that many lessons from Burstall et al.’s research had not been learned; when Bolster et al. (2004) carried out their research they concluded that primary to secondary transition was ‘showing signs of a lost opportunity’ (Bolster et al., 2004, p. 39) thus underpinning Driscoll et al.’s (1999) research which was carried out five years earlier. Bolster et al. (2004) obtained their data from five secondary schools; (one independent, one mixed, two boys’ and one girls’ school). Each focus group involved

four or five Year 7 and Year 8 pupils (two with primary languages and two without). The staff and a sample of Year 6 primary school children were also interviewed.

Bolster et al. found that there was a lack of liaison between the two sectors. Moreover, despite the approval by many secondary school teachers of primary languages, continuity into the secondary school 'was virtually non-existent' as pupils with primary languages experience were grouped with complete beginners who often 'had to start again from scratch' (Bolster et al., 2004, p. 37-38).

Bolster et al.'s research was conducted between April 2002 and May 2003. The validity and reliability of the research might be questionable, however, because they do not provide the exact numbers in each class from which the sample was obtained. Reporting that four or five pupils form the focus group does not seem to be accurate if, as stated, two pupils with and two pupils without primary French were in each group (Bolster et al., 2004, p. 36).

Nonetheless, despite the discrepancies in their research, the points raised by Bolster et al. (2004) should not be dismissed lightly. The conclusions drawn by them are also similar to those findings by Muijs et al. (2005) when they carried out their study between 2003 and 2005. Muijs et al. (2005) chose schools originally from nineteen Pathfinder Local Authorities (Local Authorities which were selected for the primary languages initiative) to take part in their research. Thereafter, they concentrated their research on 41 schools drawn from eight of the Pathfinder Local Authorities. The schools were chosen after interviews were carried out with Local Authority officers and the final selection made on

the basis of social and ethnic diversity, and from a range of geographical locations in the country (Muijs et al., 2005, p. 12-13).

Those Pathfinder schools which implemented Modern Languages learning in the curriculum successfully from Year 3 reported this earlier start was more successful than starting Modern Languages in Years 5 and 6; this allowed for progression and an avoidance of 'teaching the same basic things at Year 6 that (were being taught) in Reception (Key Stage 1)' (Muijs et al., 2005, p. 78). They suggested an early start helps the primary school pupils to begin to acquire the grammatical rules needed to communicate effectively (Johnstone, 1994) and to achieve thereafter assessment levels appropriate to them at Key Stage 3, GCSE and A'Level (Dearing, 2007).

Other Pathfinder schools, however, found the early start more challenging. In one school, for example, the pupils in 'Reception, Year 4 and Year 5 were receiving the same content ...but there was no overall strategy for progression from year to year' (Muijs et al., 2005, p. 78) thus raising the need for teacher training in methods of teaching and recording progression (ibid, p. 129). Moreover, in common with Driscoll et al. (2004) and Burstall et al. (1974), Modern Languages taught in that school and many of the other Pathfinder Local Authorities were carried out by 'non-specialist class teachers' (Muijs et al., 2005, p. 4).

According to Muijs et al. (2005) many of the secondary school teachers took into account the work carried out in primary school. They also found, on the other hand, that some schools stated that the 'challenges which exist in achieving progression' from Key Stage 2

to Key Stage 3 (Muijs et al., 2005, p. 5) were often due to the complexity of transfer arrangements. This complexity was often due to insufficient meetings taking place between the primary school and secondary school. Many teachers, in both primary and secondary schools were not happy with the inconsistency which exists when pupils transfer from Key Stage 2 to Key Stage 3. Many primary school teachers were left 'disheartened' and 'frustrated' because the work the pupils had undertaken at primary school was not acknowledged or built on at secondary school thus indicating that 'transition arrangements for primary languages between primary and secondary should be improved' (Muijs et al., 2005, p. 88).

Similarly, Wade et al. (2009), - whose research is cited above in section 2.6, - also included research into Key Stage 2 to Key Stage 3 transition. They found some schools wanted 'to have more joint initiatives between KS3 and feeder schools' such as 'meetings with the local secondary schools'. Some of the schools also believed they had made a mistake by choosing to teach Spanish based on pupil, parent and staff preference 'as it's not the main language taught in High School'¹⁰ (Wade et al., 2009, p. 48). Furthermore, primary schools had to contend with constraints, such as preparation for the SATS (Standard Assessment Tests) which take precedence (Ward, 2010b, p. 21).

Case studies obtained from two secondary schools by Wicksteed (2008) and research by Jones and McLachlan. (2009) suggested that it is possible for a smooth transition to take place between the primary schools and secondary schools. According to Wicksteed (2008) the pupils had come from feeder primary schools with a positive experience of learning

¹⁰ High School is another name for a secondary school.

French. At the two secondary schools the pupils continued to be 'keen and enthusiastic' about learning French. However, as Wicksteed (2008) pointed out, such a positive outcome is only possible providing that lessons 'maintain levels of enjoyment and creativity' which will also enable the pupils to make 'linguistic progress' (Wicksteed, 2008, p. 4).

Wicksteed (2008) concluded her study with a note of caution; those secondary schools which formed her case studies were able to report positive outcomes because 'they were able to build on strong relationships with their feeder primary schools'. Those secondary schools also 'had the vision to draw on, and learn from, the good practice occurring in the primary schools' (Wicksteed, 2008, p. 9).

In his study to gain more insights into the problems which exist in Modern Languages primary to secondary transition, Chambers' (2012) research focused on the preparation which the primary schools had undertaken before transition to the secondary schools; if any information had been exchanged between the feeder primary schools and secondary schools and vice-versa, and the concerns the schools had regarding transition (Chambers, 2012, p. 5).

Chambers' (2012) findings were based on the semi-structured interviews he carried out with 12 Modern Languages teachers teaching at a range of secondary schools; 'one

Specialist Language College¹¹ (SLC), four inner-city schools, four schools on the edge of large conurbations and four in semi-rural locations'. Five of the schools were based in the North of England (Chambers, 2012, p. 6). Chambers found that the SLCs were the most prepared for transition, standing out as a 'beacon of good practice' because 'transition was given appropriate priority'. The Year 7 pupils were able to build on their primary school experience instead of having to start again from the beginning (Chambers, 2012, p. 11).

Amongst the remaining secondary schools, there was not a lot of collaboration between the secondary and feeder primary schools, and as a result one of the teachers referred to Modern Languages transition as a 'major concern'. The ad hoc arrangements between Key Stage 2 and Key Stage 3 were 'a bit hit and miss' (Chambers, 2012, p. 8-9). Thus as Jones and McLachlan (2009), had pointed out, planning for continuity and progression are essential. Where this is done, 'it is much to the pupils' advantage and provides the essential agenda for a conversation about learning and transition' (Jones and McLachlan 2009, p. 122).

2.4.5 Key Stage 3 Modern Languages

The *Key Stage 3 Framework for Teaching Modern Foreign Languages (MFL): Years 7, 8 and 9* (also referred to as the *2003 Key Stage 3 Framework*) was introduced in 2003 as part of the National Strategy for foundation subjects, with the aim of raising achievement and strengthening teaching and learning across the curriculum for all pupils aged 11-14.

Modern Languages remained statutory at Key Stage 3, therefore the *2003 Key Stage 3*

¹¹ The Specialist Schools Programme was introduced in 1995. Schools could specialise in certain subjects. In this case, the school specialised in Modern Languages. School specialisation was abolished, however, in 2010 by the Coalition Government.

Framework sought to equip Key Stage 3 pupils with the skills, confidence and motivation needed to use the target language for real purposes and to halt the increasing number of pupils with a negative orientation towards Modern Languages. Perhaps, as Macaro (2008) believed, teaching Modern Languages only using the target language in the 1990s had ‘undermined both an emerging methodological confidence and a growing enthusiasm for language learning’ (Macaro, 2008, p. 104).

The *2003 Key Stage 3 Framework* wanted to ensure that pupils did not rely on using pre-learned words and phrases (DfES, 2003). Having the skills to communicate and identify with native speakers may, at least, encourage the pupils to develop an integrative orientation (Gardner et al., 1959; Ofsted, 2008; Gardner, 2010) *The Key Stage 3 Framework for Teaching Modern Foreign Languages* 2003, 2009) towards Modern Languages which could in turn provide them with an enriching experience in the Modern Languages classroom.

The *Modern Foreign Languages Programme of Study* (DfE, 2007, p. 1) emphasised the fact that ‘languages are part of the cultural richness of our society’. It also sought to make languages relevant to all pupils by stating that ‘the ability to understand and communicate in another language is a lifelong skill for education, employment and leisure in this country and throughout the world’ (DfE, 2007, p. 1). Nonetheless, as Filmer-Sankey (1989) argued, the accessibility of Modern Languages depends just as much on the pupils’ ability and willingness to engage positively with learning a new language as on ‘any purely linguistic factors’ (Filmer-Sankey, 1989, p. 87).

The new Framework which followed - the *Key Stage 3 Framework for Languages* (DfES, 2009) built and reflected on the Key Stage 2 entitlement for Modern Languages, and not only supported planning for the National Curriculum and progression from the *Key Stage 2 Framework for Languages* (2002), but also gave ‘pupils opportunities to explore aspects of the life...of countries where the language is spoken’ (DfES, 2009, p. 4).

Evans and Fisher (2009, p. 1) carried out their research in the autumn of 2006 and 2007 ‘to investigate provision and practice in language learning at Key Stage 3’. Between 2006 and 2007 a questionnaire was distributed twice to the Heads of Modern Languages at 1600 secondary schools. Between 2007 and 2008 16 schools in England, randomly chosen in order to represent different geographical locations and school types provided qualitative data. The data collected as case-studies were gathered twice from each school. During this period, classes were observed, and 30 Head teachers and 33 Heads of Department were interviewed. 92 pupils were interviewed in Year 8 and 81 of the same pupils were interviewed in Year 9; each forming 16 focus groups (Evans and Fisher, 2009, p. 3).

The findings by Evans and Fisher (2009) seemed to suggest that the Modern Languages teachers were positive about *The Key Stage 3 Framework for Languages* (DfES, 2009). 71% in 2007 and 71% in 2008 believed that *The Key Stage 3 Framework for Languages* ‘supports teaching and learning at Key Stage 3’. The pupils also seemed to benefit from *The KS3 Framework for Languages* since the majority stated, for example, that their teacher used the target language most of the time. The ‘pupils’ level of vocabulary, increased confidence, portrayed a positive attitude to learning a Modern Foreign Language at Year 7’ (Evans and Fisher, 2009, p. 4). It is interesting to note, nonetheless, that according to Evans and Fisher, teaching did not always take into account the pupils’ prior

experience at primary school, even though almost half of the pupils who were interviewed during 2007 said that they had studied a Modern Language at primary school (Evans and Fisher, 2009, p. 4). Unfortunately, Evans and Fisher also noted that the secondary school Modern Languages teachers felt that their expertise as Modern Languages specialists was not always taken into account when liaising with the primary schools.

According to the revised *Key Stage 3 Framework for Languages* (DfES, 2009) getting transition right is an important element of the 7 to 14 curriculum, ‘giving pupils the chance to continue to progress throughout their study of languages (Key Stage 3 Framework for Languages – Transition and Progression’ (DfES, 2009, p. 4). Unfortunately, secondary schools are being placed in a position which could make it difficult from the start.

McLachlan (2009) concluded at the end of her research that the Year 6 pupils in her research could all end up in the same Year 7 class at secondary school. Unless the primary school pupils have been well-prepared in their Modern Languages lessons, ‘the start of KS3 in languages risks being chaotic’. The result is repetition; this demotivates and in turn ‘contributes to negative attitudes’ (McLachlan, 2009, p. 202).

The provision for Modern Languages at the start of Key Stage 3 has never been the same in every school which Tinsley and Board (2013) argued is due to the complexity of arranging the Year 7 timetable and curriculum. The secondary school system is often ‘not flexible enough to cope with the diverse range of language learning experiences presented by children arriving from the primary school’ (Tinsley and Board, 2013, p. 43).

Consequently, every pupil arriving at secondary school will not necessarily continue to study the same Modern Language they did at primary school. The majority of Year 7

pupils learn French, others learn Spanish, whilst those in lower ability groups may find that instead of a Modern language they must do extra Maths or English. The amount of time allocated for Modern Language learning is also dependent upon each school's timetable. One might suggest this is not surprising since according to Filmer-Sankey (1989) the 'question as to which language should be on offer in schools' is central to decision-making about the provision of Modern languages and depends particularly on the complex question on the 'relative difficulty of languages' (Filmer-Sankey, 1989, p. 87).

Although Modern Languages at Key Stage 3 will remain obligatory, from September 2014 the *Modern Languages Programme of Study* (DfE, 2007) will be disapplied – it will not be statutory. As a result, secondary schools in England will be able to develop their own curricula for Modern Languages and which they believe will best meet the needs of their pupils. Although not compulsory, in order to ensure that Modern Languages remain relevant teachers will be allowed to carry on using the *Programme of Study* (DfE, 2007) to build on the previous Frameworks for Modern Languages (2009, 2003). This should continue to provide the pupils at Key Stage 3 with the opportunity to communicate confidently, fluently and with spontaneity because 'learning a foreign language is a liberation from insularity and provides an opening to other cultures' (*Languages Programmes of Study; Key stage 3 National Curriculum in England*, DfE, 2013c, p. 1). All things considered, as Henderson¹² argued, 'if you're not interested in the country and the people, why would you be interested in the language?' (Henderson, cited in Barker, 2013, p. 2).

¹² The principal at a new academy in South London.

Fawkes (2010) – Association of Language Learning Honorary Membership Officer – believed, however, that French teachers in secondary schools do find it challenging to adjust their schemes of work in order to cater for those arriving from primary school. In his opinion, having pupils in the same class, some with four years of French, some with a Modern Language besides French and others with more than one foreign language including French is problematic (Fawkes, 2010). Although not mentioned by Fawkes, secondary schools would have to cater for those pupils without primary school Modern Languages. Consequently, as *The Independent Review of the Primary Curriculum: Interim Report* (2008) also found, challenges were created for secondary schools and particularly for those receiving pupils from a large number of feeder primary schools. Moreover, Fawkes (2010) pointed out that whilst secondary pupils may wish to build on prior knowledge, there is a need to recognise the difficulties which colleagues face when primary and secondary schools are liaising with each other (Fawkes, 2010).

In an attempt to ease transition, Fawkes (2010) encouraged secondary schools to refer to *The Key Stage 3 Framework for Languages*, (DfES, 2009). The strands of progression are aligned, thus facilitating ‘continuity’ and the ‘consolidation of skills in a range of contexts’ (DfES, 2009, p. 1). According to Fawkes (2010) there are opportunities for the secondary teacher to build on the cultural aspects of French covered in primary school; this gives scope for making the bridge from one school context to another. Perhaps this may also help to raise motivation in both primary and secondary schools and maintain that motivation throughout Key Stage 3.

2.4.6 Conclusion

It seems unfortunate that this section of the literature review should end as it started, namely that many lessons still need to be learned. Since Burstall et al.'s (1974) study new researchers are still finding that primary school pupils in the Modern Languages classroom are 'going back to square one' upon arrival at secondary school. As Kelly pointed out, 'there's a real risk in three to four years that the problems of transition into secondary will raise a real problem'. People will be asking 'what's the point of them learning languages in primary?' (Kelly, cited in Tickle, 2013, p. 2-3). Perhaps the two new National Programmes of Study: one for Key Stage 2 and the other for Key Stage 3 to be taught in English schools from September 2014, will - with the 'removal of an over-specified and repetitive National Curriculum' (CBI, 2012, p. 9) - encourage an efficient transition between primary and secondary schools Modern Languages.

The literature informed the hypothesis for my study: 'there is a low level of liaison with secondary schools on issues related to language teaching – only 40% of respondents say they have contact with secondary schools. This is a concern in relation to continuity of language learning as pupils move from KS2 to KS3' (Tinsley and Board, 2013, p. 5).

Pupils with primary school French may become more motivated and may achieve higher Levels than pupils without that experience. According to the Coalition Government, 'a system in which all primary children learn a foreign language from age seven will give pupils a much stronger foundation, which they can build on in secondary school to become fluent' (Henry, 2012).

The methodology, findings and discussion in the following chapters seek to address the gaps remaining in our understanding of current practices and their impact on teaching and learning Modern Languages (see section 1.2). Currently, no study has been carried out in Essex that focuses on the differences in attitude and motivation towards Modern Languages. It is against this background that my research has been carried out whilst also focusing on the transition from primary to secondary and in particular between those pupils in Years 7 and 8 with and without previous study at primary school.

This is investigated through the following research questions:

- In Years 7 and 8, is there a difference in attitude, motivation and achievement between those who studied French at primary school and those who did not?
- What are the attitudes of Key Stage 2 pupils (in particular in Years 5 and 6) towards Modern Languages?
- What is the difference in attitude and motivation between pupils in Key Stage 2 and in Key Stage 3?
- What concerns do teachers have about the transition from Key Stage 2 to Key Stage 3?

In exploring all of these questions, we also consider contextual issues which may be relevant to pupil attitudes and motivation towards Modern Languages.

Chapter Three: Pilot Study

3.1 Introduction

I chose to carry out a longitudinal study in order to compare two cohorts of pupils, those who studied French at primary school and those who did not. Collecting the data at the start of Year 7 also enabled me to find out the impact of primary Modern Languages classroom learning before the pupils' experiences gained at primary school were totally forgotten. Moreover, carrying out the data collection at the beginning and end of Year 7 and at similar time intervals in Year 8 provided me with data reflecting any changes in attitude and motivation during the two years and differences, if any, between the two cohorts of pupils.

I started the research design with, I believe, a clear understanding about the research I was going to carry out; where it should take place; the size of the sample; how long it might take and the methods I intended to use. A mixed-method approach was chosen because according to Lieber (2009, p. 218) and Smeyers (2008, p. 691) this approach enables the researcher to produce data which 'yield more comprehensive findings' than research which uses only one methodology.

According to Burgess, Sieminiski and Arthur (2006, p. 57) the researcher needs to be aware about how to collect data and ultimately make sure that the data do not create unnecessary problems at the point of analysis. Confident about my decision, the mixed methodology approach I chose finally for the research provided me with an opportunity to

collect data which not only limits a possible ‘distorted view of reality’ (Cohen and Manion, 1995, p. 233) but which enabled me to collect data which was both rich and complementary.

The Doctorate in Education (EdD) at The Open University requires a pilot study which I have included in section 3.5. The pilot study is also justified by the fact that it allowed me to test out my methodology and to make any necessary changes before the main study commenced. The pilot and main study consisted of semi-structured questionnaires, a structured observation schedule and semi-structured interviews.

A summary of research ethics, quantitative and qualitative methodologies and the pilot are given below in order to provide the necessary background to my choice of data collection for the main study.

3.2 Quantitative Methodologies

Originally developed in the natural sciences, quantitative methodology in research aims to control variables, to be objective and to prevent bias. Many researchers consider using quantitative methods which enable precise measurement and analysis. Precision relies on the fact that the research questions are clearly outlined; the research design and hypothesis are logical and; the variables and data collection methods are carefully chosen. These factors are important to help ensure that the results presented are valid and reliable.

Quantitative methods also offer the researcher simplicity because the results can be quantified. Coolican (2009) argued that quantitative methods are more feasible perhaps for

the researcher who is concerned about the accuracy of human perception since quantitative data are 'objective, controlled and checkable' (Coolican, 2009, p. 51).

The aim of quantitative research is generalisability. That is, to be able to generalise beyond the sample from which the data are collected. Statistics used to generalise beyond the data presented, however, remain questionable because 'human behaviour, opinions and abilities' cannot be regarded as just a set of figures (Neumann, 1987, p. 164).

According to quantitative researchers, controlling variables in a structured manner helps to eliminate bias thus permitting the researcher to compare the relationship of one set of facts with another (Bell, 1993, p. 5). Since this is consistent with the idea that behaviour can be explained by reference to scientific laws, it is possible to argue that the use of closed questions in the questionnaire I finally designed 'assumes that there is a single truth to be discovered' (Newby, 2010, p. 117). However, the quantitative researcher cannot claim to produce research which is totally objective. People tend to rely on what they believe and on what they can remember. Previous experiences – be they good or bad – can also influence the way that events are perceived.

3.3 Qualitative Methodologies

Qualitative research methodology allows the researcher to obtain answers to questions in more depth. There are important aspects which the quantitative method alone may not answer. In the first place, the researcher may not know at the beginning of the study the key areas to be investigated; as a result, qualitative methods allows the researcher to explore the phenomena before any further investigation – qualitative or quantitative - is carried out. As the researcher starts to collect data he or she needs to keep uppermost in his or her mind the research questions (see section 2.4.6) but allowing at the same time for adjustments to be made as the research evolves (Smeyers, 2008, p. 691).

In the second place, qualitative methods help to clarify quantitative data consequently the researcher can move beyond collecting the data to a more detailed discussion of the events. Qualitative methods provide more opportunity to build up a picture of the people in the sample; describing perhaps their feelings, reasons and possible interpretations (Smeyers, 2008, p. 691) because the researcher is concerned with people and how they experience the world (Coolican, 2009, p. 228). As Hammersley and Atkinson (1983, p. 11) pointed out, it is not possible to view human behaviour which is free from reactions to the realities of the outside world. Human behaviour cannot be placed in a box ‘which is devoid of human phenomena’. Consequently, unlike quantitative methodologies, qualitative research does not allow for ‘massive generalisations about the nature of human thought or personality’ (Coolican, 2009, p. 230).

Qualitative methods might not be able to provide all the answers about the participants’ feelings, emotions and desires. Nonetheless, qualitative data enables the collection of

opinions and statements from the participants which bring ‘insight and humanity’ (Burton, Brundrett and Jones, 2008, p. 147) to the research. The researcher hopes the data obtained from the participants will be free from bias but this is not always easy. However, there is a need to remain sensitive to bias and to avoid it I collected the data whilst ensuring that the ‘themes which’ were ‘used to code the emergent data’ were ‘clearly organised, collated and interpreted’ (Burton et al., 2008, p. 147). Questionnaires are not able to provide the subtleties of human perception and behaviour; however, the semi-structured interviews undertaken allowed me to collect data which otherwise might not be available (Gall, Borg and Gall, 1996, p. 306).

3.4 Research Ethics

Adhering to ethics within educational research is necessary to ensure that the interest and well-being (Knobel and Linkshear, 2004, p. 101) of the participants are not harmed in any way. Harm is often unintentional and for this reason it is extremely important that the researcher refrains from creating offence by taking for granted the manner in which the data are to be collected. Ethical principles also dictate that I had, from the start, a research design which demonstrated respect, avoided deception and ensured confidentiality (Knobel and Linkshear, 2004, p. 103).

Research ethics require researchers to minimise intrusion, to respect the participants, to be honest and open with them, and to ensure the data collected from them is analysed accurately. For both the pilot and main study I made sure that I sought and obtained permission from the Head Teacher, subject teachers and pupils. Consequently, in accordance with The Open University Regulations, the Head Teachers and parents at both

the Secondary and Primary Schools received a letter (Appendices 2, 3, 4 and 5) to request their consent as participants in the research. Verbal consent was also obtained in accordance with school policy for all the data collected. Respect for truth as well as respect for persons (Bassy cited in Burgess et al., 2006, p. 31) is a necessity. By adhering to the British Educational Research Association (BERA, 2004) guidelines, as well as internal Open University procedures, I ensured that I operated within an 'ethical respect' for all participants in the research (BERA, 2004, p. 6).

3.5 The Pilot Method

3.5.1 Participants and Setting

As Punch (2009, p. 43) pointed out, carrying out research in one's own school has advantages and disadvantages. I chose to carry out the pilot in July 2010 in the school in which I then taught Modern Languages because, firstly, not having to travel to do the pilot was an advantage. The school (henceforth Secondary School X) is a mixed comprehensive and caters for pupils 11 to 18 years old. It is situated in North Essex and the pupils come from both middle and working class backgrounds. Secondly, carrying out the pilot as a teacher-researcher inside my own institution could, I realised, make objectivity difficult (Bell, 1993, p. 54) and 'bring the risk of ...bias' (Punch, 2009, p. 44). In an attempt to eliminate bias from the pilot, the data were not obtained from the pupils whom I taught.

3.5.2 Materials

At Secondary School X there were five different French classes in both Years 7 and 8. The School's policy was to place pupils in classes defined by one of three ability groups and in each group there were pupils who had and had not studied French at primary school. The

two top set classes formed ability group one; the two middle sets were ability group two and there was one further set ability group three. The research does not focus on ability groups, but in order to obtain a wider representation of the pupils’ views, the data was collected from one class in each ability group. The classes were chosen with each class teacher’s consent and to avoid any disruption to my teaching commitment at the school.

3.5.3 Pupil Questionnaires

Questionnaires (Appendix 20) were administered to the three ability groups chosen for the pilot. One of the classes was observed and interviews were conducted with three pupils with and without primary French in each ability group (see Table 3.1).

Table 3.1. The Distribution of Data for the Pilot – Pupils

July 2010	Secondary School X Ability Group 1	Secondary School X Ability Group 2	Secondary School X Ability Group 3
Questionnaires	30	30	20
Observations	1	0	0
Interviews – Pupils with primary French.	3	3	3
Interviews – Pupils without primary French.	3	3	3

3.5.4 Teacher Questionnaires

In the pilot study, two French teachers at Secondary School X completed a questionnaire (Appendix 7) and one teacher was interviewed using semi-structured questions (Appendix 8). See Table 3.2.

Table 3.2. The Distribution of Data for the Pilot – Teachers

July 2010	Teacher A	Teacher B	Teacher C
Questionnaires	1	1	0
Interviews	0	0	1

The questionnaires for both the pupils and teachers were an important part of the research design.

3.5.5 Design Rationale Behind the Pilot Questionnaires

Pupils from three ability groups were asked to complete a questionnaire for the pilot to ensure that regardless of the pupils' ability, the questionnaires would not prove too difficult for them to complete. It was important to make sure that the questionnaires were clear and that the questions were short and straight forward (Newby, 2010, p. 309).

The questionnaire designed for the pupils was an attitudinal survey. They were given to three focus groups – a total of 80 pupils spread across ability groups one to three. As well as the closed questions ('yes or no?') on the pupil questionnaires, I chose to include open questions ('why or why not?'). It was useful to include closed and open questions on the questionnaires because closed items allow frequencies and quantification while open-ended questions can provide a richer understanding of pupils' viewpoints, feelings and values as they learn a Modern Language. The closed and open questions on the teachers' questionnaires, particularly questions 6 to 8, were included to elicit a clearer picture about the impact that primary to secondary school transition was having on their lesson preparation and teaching at Key Stage 3.

By including unstructured questions on the questionnaires I believe that I was better placed to begin to elicit and interpret the respondents' feelings towards learning and teaching French; the aim being to allow a description of what is taking place and an increased view of 'what is there in all its complexity and richness' (Marshall, 1981, p. 1).

The design for both the pupil and teacher questionnaires and eventually the main study were developed during my literature search and built on my experience as a Modern Languages teacher. The design for the questionnaires therefore were influenced by Gardner and Lambert's (1959) socio-psychological theory, Dörnyei's (2009) L2 Motivational Self System, from research by Burstall et al. (1974), and Mercer (2000).

According to Dörnyei, although there has been 'a major theoretical shift in L2 motivation research' (Dörnyei, 2009, p. 38), he finally concluded that the integrative and instrumental orientations defined by Gardner and Lambert 'is compatible with the proposed motivational self system' (Dörnyei, 2009, p. 30). For this reason, the questionnaires I designed also included questions to find out, for example, the pupils' attitude to French, and whether their orientation towards learning French was integrative, instrumental or perhaps a mixture of both.

According to Mercer (2000) 'we always make sense of language by taking account of the circumstances in which we find it, and by drawing on any past experience that seems relevant' (Mercer, 2000, p. 20). Bearing in mind Mercer's (2000) argument, I noted the questionnaires used by Dörnyei, Csizér and Németh (2006), cited in Dörnyei and Ushioda, (2011) as well as those by Burstall et al. (1974) as I thought about the questions to include on the questionnaires which I eventually designed. The questions and the order in which they were designed were changed more than once. I wanted to design questionnaires which would allow me to obtain as much as relevant information as possible.

The pilot pupil questionnaire in Appendix 6 was substituted for the questionnaire (shown with the results after the data collection) in Appendix 20. As I taught my Modern Language lessons I decided to add questions 5 and 6 (Appendix 20). I reasoned that although there are pupils who might not enjoy learning French, they might still consider it to be a useful skill. As I observed my pupils using the computers to practise their French, I wondered if this motivated them more than working from a textbook. I decided to add question 10 (Appendix 20). Questions 6 and 19 were also included (see Appendix 20) so that I could investigate whether any pupils would elect French as their favourite subject, or choose it, perhaps, as one of their options for GCSE.

3.5.6 The Pupil Interviews

I also carried out semi-structured interviews (Appendix 9) which formed part of the triangulated design of the research. The questions chosen for the interviews were designed to shed further light on the data obtained from the questionnaires. The interviews were carried out after the questionnaires had been distributed and returned in order that I could clarify or build upon the issues raised. I needed to ask for permission to carry out the semi-structured interviews. Permission having been granted from the pupils' parents, the interviews were recorded so that I could concentrate on what the pupils were saying, although notes were also taken in case any problems should occur during the recordings. This gave me the chance to review the questions asked, the pupils' replies, the best way to code the transcripts, and make any changes for the main study.

I interviewed 18 pupils; to make the process easier these pupils were split into three focus groups according to their ability groups and school timetable. Each group contained three

pupils with and without primary school French. I also interviewed one member of the Modern Languages department.

I asked each teacher to select six of the more articulate pupils from the top, middle and bottom ability groups (three pupils with and without primary school French) to prevent bias and to discourage the pupils from giving answers which they thought might please me. In focus group one, the pupils were of a higher ability; the group contained three boys and three girls. Ability group two formed the second focus group in which there were four boys and two girls. The lower set (ability group three) consisted of three boys and three girls. Although the research does not focus on the difference in pupil ability or the difference in attitude between the boys and girls, I believed that views obtained from both genders and all ability groups would provide a better representation of the real world.

The interview questions for the pupils were intentionally semi-structured. The structured aspect enabled me to have in place a series of prepared questions prior to the interviews.

3.5.7 The Teacher Interview

The teacher (Teacher C) selected to pilot the semi-structured interview had been working at the school for three years. This teacher was chosen because she would be on maternity leave in September 2010 when the main study was due to commence.

3.5.8 Observations

For the pilot I designed an observation schedule to use during the observation of ability class one. Before the lesson I had spoken to the class teacher. She gave me a seating plan

with each pupil's name clearly indicated so that I would know which of the pupils had studied French at primary school and which had not. Appendix 19 shows the schedule which I designed for the pilot classroom observation.

I designed the observation schedule to observe the strategies the classroom teacher had put in place to increase motivation and interest. I had identified a top ability group being Year 7 set 1, composed of some pupils with, and others without an extensive knowledge of French. I also wanted to observe whether being in a class with pupils who had not studied French before would discourage those who had done so.

I wanted to capture the interaction taking place between the pupils and teachers to elicit from the pupils' engagement in the lesson their attitude towards learning, and to find out how the pupils would react; whether positively, negatively or indifferently to the lesson being taught. Moreover, as a non-participant observer seated at the back of the class, I could also remain independent of the setting, my goal to eliminate bias.

In accordance with ethical procedures, permission was sought and granted to record the lesson. This allowed me to concentrate on what was taking place and to use the observation schedule to note the events: as suggested by Cohen and Manion (1995) I would be left 'to make appropriate notes' about the 'salient features' of that behaviour being observed (Cohen and Manion, 1995, p. 110).

There is no attempt to give the impression that observations carried out in real time should be dismissed. As Cohen and Manion (1995) suggested, researchers engaged in real time

observation 'are able to discern ongoing behaviour as it occurs' (Cohen and Manion, 1995, p. 110).

3.6 The Pilot - Findings

3.6.1 Results of the Pupil Questionnaires

The replies to the questionnaires are shown in Appendix 20. 58 out of 80 pupils replied to the questionnaire. Some numbers have been split in order to show the responses to the questions, why? or why not? The results (Appendix 20) showed little consistency across ability groups. The highest agreement was for French being useful (52% - 91%) and interesting (65% - 92%), but not easy (59% - 69%) or a favourite subject (0% - 5%). Computer games (59% - 77%) and text books (85% - 90%) were useful, and despite the lack of desire to live a Francophone country (55% - 78%), everyone in primary should learn it (55% - 78%).

The results of the pupil questionnaires seemed to suggest, moreover, that the aims of *The Key Stage 3 Framework for Language* (2009) to reverse the pupils' negative orientation towards Modern Languages were not necessarily being fulfilled. Across ability groups, 35% - 70% stated in the results of the questionnaire (Appendix 20) that they did not like French, and 64% - 70% were not looking forward to studying a GCSE Modern Language at Key Stage 4. The results, therefore, enabled me to confirm that the research which I intended to carry out could provide relevant information about the experiences of the pupils learning French at Key Stage 3 after having left primary school.

The results showed that the majority of pupils in the three ability groups preferred secondary school French. This is despite the fact that in ability group 3, for example, nine out of thirteen pupils did not find French easy; one might argue this was as expected but in ability group 1, sixteen of the twenty-three pupils gave the same answer. With those findings in mind and as I analysed the remaining data, I was satisfied that it was not necessary for me to include the impact of pupil ability on motivation as one of the research questions in chapter 2 (section 2.4.6).

3.6.2 Results of the Teacher Questionnaire

Two of the class teachers (Teacher A and Teacher B) completed the questionnaire. See the replies in Appendix 21.

11 out of 18 (61%) of the replies from both Teacher A and Teacher B were the same.

Perhaps the most surprising were the replies to question 3a and 3b, both teachers believed that learning a Modern Foreign Language in primary did not necessarily prepare the pupils for Key Stage 3, indicating that all the necessary structures for the pupils to do so were not in place. The answer to question 9 was also surprising; the teachers did not share the view that learning a Modern Foreign Language makes the pupils more tolerant of another culture but they both agreed that pupils should learn a Modern Language at secondary school.

3.6.3 Results of The Interviews

The Pupil Interviews

As I transcribed the data, I was aware that the pupils and teachers must remain anonymous, therefore letters were used to identify them.

I accepted that the pilot was too small to draw definite conclusions but the responses given during the semi-structured interviews were not as I might have expected. The responses also served to justify the need for further research. The answers given by the pupil focus groups were similar to the replies given to the questionnaire. The majority of the pupils with primary school French preferred studying Modern Languages at secondary school. When the pupils replied to question 1 (Appendix 9) during the interview, two out of three of the pupils in ability group 3 who had studied French at primary school disagreed that it was a good idea, thus bringing to the forefront whether or not there is any link between motivation at Key Stage 3 and previous study at primary school. In SN's words, 'It's harder learning different languages', whilst JA said, 'I'd rather not bother with primary school Modern Languages and just begin it when you get to secondary school, at primary school it was boring'.

According to MH in ability group 2, who did not study French at primary school, 'When you come to secondary school it's something new...ehm...you can be excited about learning new languages'.

In ability group 1 all three of those who had studied French in primary school believed that secondary school Modern Languages was a better experience than that at primary school.

Although they did not all find Modern Languages easy at secondary school, they all agreed that primary French had failed to motivate them. PS commented, for instance that 'Languages is better here...' cause...to be honest...'cause you've got all the books and...ehm...and you've got easier ways of learning it' and PS stated that 'The vocabulary was too basic at primary school'.

The Teacher Interview

Some of the pupils' responses conflicted with the views presented by the teacher interviewed regarding their motivation in the Modern Languages classroom. Teacher C's view was that all children should learn languages at primary school. She said, 'Children when they're younger are like sponges; they're motivated to pick up a language but in Year 7 their motivation declines a little bit' because 'they already know their colours'. Yet when the pupils were asked if they remembered what they had learned at primary school KS replied, 'No not everything'.

From Teachers C's interview I wanted to find out if the transition from primary to secondary had proved problematic for the teachers. Teacher C's response seemed to suggest that with good planning the experience need not be negative. For example, Teacher C said, 'I normally go back to the beginning for a starter activity and then extend it for the pupils who had already done it'.

3.6.4 Results of The Observation

A seating plan with the pupils clearly marked as having studied French before or not, made it easier to assess how the two groups of pupils would react in the lesson. There were

twenty-eight pupils in the class; eleven boys and seventeen girls. My findings, however, did not focus on gender. My interest lay in assessing how the two groups of pupils (those with primary school French and those without) were reacting to the lesson.

Using the observation schedule, I recorded the amount of French spoken by the teacher and pupils and how confident the pupils were when they replied. By focusing on the responses to the questions by those with primary school French and those without, I was able to see if previous experience helped to raise their confidence to answer, and how well the questions were answered. Having been told where the pupils were seated I knew that 80% of the pupils had studied French at primary school and 20% of the class had not. It was possible, therefore, to record hands up to a question and who answered.

During the speaking exercise both groups were keen to answer and when asked, for example, *quel temps fait-il?* (what is the weather like?) as the teacher pointed to the different images on the power point, both gave correct answers.

Both the pupils with and without primary French found the reading and writing exercises more difficult. One of the pupils kept complaining saying that he did not understand what to do. The teacher re-explained the task but he continued to complain that he did not get it. However, he had studied French at primary school. Another pupil asked, 'Why are we doing this, Miss? It's hard'. Yet the pupil who made this comment had also studied French at primary school.

Another pupil, also with primary school French, raised her hand shortly afterwards, indicating that she also found the task difficult. This is not to say that all those without primary French had understood. On the contrary, at the end of the lesson the teacher responded to the fact that several pupils (including those without primary French) had found the task difficult by stating, 'We will go over it again next lesson'. There was no observable difference in behaviour, attitude and motivation between those with and without primary French, which raised questions about its effectiveness.

It is important to note that no criticism of the lesson is intended. My focus was solely to observe the interaction and attitudes of the pupils during the lesson in order to try to get a sense of their motivation.

3.7 Changes following the Pilot

The pilot allowed me to re-evaluate my decision to design a mixed-methods project and to address the issues concerning the validity, reliability and generalisability of the data I intended to collect for the main study. It can be difficult to create a match between belief and behaviour, and for this reason it was important to make sure that the questionnaires and interviews were constructed in a simple manner, in order to reflect true opinions and understanding.

In order to check for validity, the responses gathered during the interviews were cross-referenced with the replies to the questionnaires which showed the importance of carrying out the pilot in the first instance. This allowed me to check that the sample chosen, the questions devised and that the data gathered eventually were indeed 'representative of the

issue' (Newby, 2010, p. 17) that I intended to investigate. Furthermore, it was only by these means that I could be assured that another researcher choosing to use my materials for a replicatory study could obtain comparable responses (Bell, 1993, p. 65). As Newby (2010, p. 18) maintained, the data need to be valid and reliable in order to be acceptable. The pupil interviews for the pilot were recorded with permission. The transcriptions helped to provide reliability; that is to say, recording the interviews allowed me to remain sufficiently focused. My concentration was not broken by trying to make notes during the interview – the delay causing me perhaps to forget some of the data or misinterpret some of the details (Cohen and Manion, 1995, p. 283). I was content with the use of focus groups for the semi-structured interviews pilot and decided focus groups would also be used for the main study. I recognised that with a small sample it would not be possible to generalise across a larger population. Nonetheless, by interviewing pupils from more than one ability group, the focus groups were representative of other school structures including those schools I had contacted for the main study.

The observations required me to watch, listen and record the data during a one hour lesson. I found, however, that the crucial issues of validity and reliability were more complicated when carrying out an observation. It was evident that the schedule which I had designed for the observation was not suitable. I found it difficult to code the data in a way which would have provided me with the information I was seeking. The information sought in the boxes was not always relevant. Trying to make notes on a separate sheet made it difficult to write anything extra and it would be difficult for another researcher to use a similar schedule. I decided that the observation schedule would need to be completely redesigned.

Having piloted the questionnaires, I noted that minor changes were necessary. I asked the class teachers to find out from their pupils if they had any difficulty completing the questionnaire and the length of time it had taken. Both of these questions were important. Lesson plans are normally prepared whilst taking into account the amount of work which pupils are expected to complete by the end of a term; consequently the time used for lessons is precious. I wanted to make sure that the questionnaire would not require completion during more than one lesson, and certainly no longer than thirty minutes.

The three teachers stated that the questionnaire was completed in between 15 minutes (ability group 1) and 20 minutes (ability group 3). All the teachers also stated that the pupils did not have any difficulty completing the questionnaire. I was subsequently able to conclude that those questionnaires I had chosen not to analyse were not disqualified because of lack of comprehension.

Weaknesses had not been raised by the pupils or teachers during the pilot but a questionnaire, though quick to administer, can also prove difficult to analyse if the questions are not designed carefully. Moreover, they may even generate information which proves useless unless the questions are unambiguous, clear, engaging (Davidson, cited in Cohen and Manion, 1995, p. 93) and supply the responses which are required. The open-ended questions had provided a richer understanding about the pupils' opinions; hence I decided to keep them.

Following the pilot I decided that little needed to be changed for the main study.

Questions 1 and 2 (Appendix 20), were condensed into question 1 (Appendix 10). I found,

after carrying out the pilot, that many pupils had answered question 1 and 2 twice by writing next to question 1 (Appendix 20), 'I do not know my level'. I did not use question 14 (Appendix 20) for the main study, I concluded that considering the aims of my research, that question was not relevant.

I asked the two teachers who completed the teacher questionnaire, about its suitability to make sure that there were not too many questions needing an extended answer. The consensus was that 'it allowed us to express more clearly what we feel' (Teacher B).

Minimal changes therefore were made to the teachers' questionnaire (Appendix 7).

Following feedback from the teachers who completed the questionnaire and other members of the Modern Languages department, I did not use question 2 (Appendix 12) for the main study. The teachers argued that they believed it was too difficult to answer the question objectively. They did not have any experience teaching in a primary school and believed therefore that they could not decide whether teaching overt French grammar in a primary school would, or would not, motivate the pupils to learn a Modern Language.

Minor changes were made to the semi-structured interview schedule for clarity; question 11, ('are lessons interesting?') became question 8. Question 15, ('have you ever been to France?') was added in order to ascertain whether a previous visit to France might help to motivate pupils who were possibly otherwise uninterested in Modern Languages.

I chose to keep a semi-structured format for the interview because it needed to have some purpose; the open-ended questions permitted this. They also gave me the opportunity to

restructure any question during the interview when I felt an issue needed to be clarified or discussed in more detail.

I decided against using an Attitude /Motivation Test Battery (AMTB) because the primary focus of the research was on transition. The AMTB was originally developed by Gardner and Lambert (1985) to test for students' attitudes and motivation towards learning a second language in Canada and which has since been used by researchers investigating motivation.

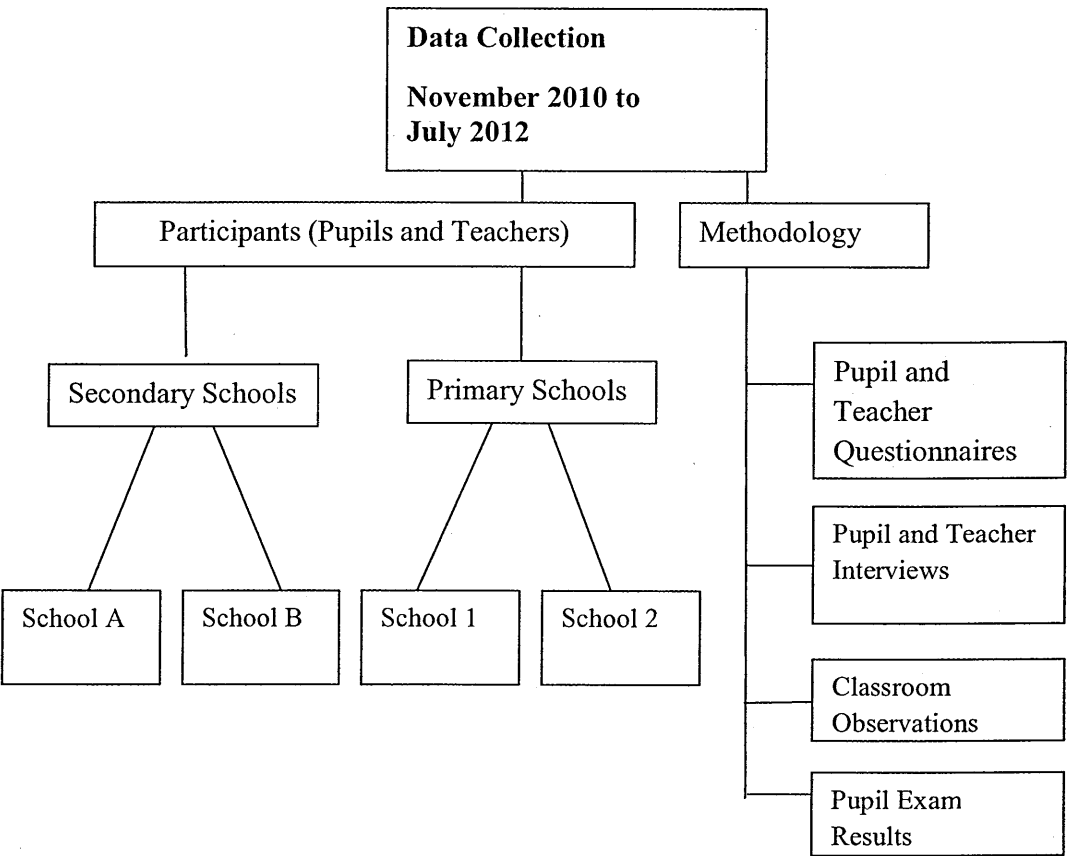
As explained in chapter 2 (section 2.3.6) motivation was being investigated as an element of transition. Instead of using an AMTB, and in order to investigate the difference (if any) in the pupils' achievement following their transition from Key Stage 2 to Key Stage 3, I decided I would ask for permission to use the pupils' end of module test results (exams taken at the end of each topic). Two of the Secondary Schools (henceforth Secondary School A and Secondary School B – see chapter 4) which I contacted in July for the main study agreed those results would be supplied. The results would provide the Levels that the pupils had achieved at the end of Year 7 and Year 8. (See the Terminology at the start of the research which explains the meaning of the Levels).

Chapter Four: The Main Study: Methodology

4.1 Introduction

This chapter gives the background information to the participants and the methodology used to collect the data for the main study. Having recognised ‘the value of a ‘multiple-method approach for collecting data’ (Bell, 1995, p. 640), I used a mixed-methods (the use of quantitative and qualitative) approach to carry out the main study from two secondary schools and two primary schools. See Flow Chart 4.1.

Flow Chart 4.1 Overview of the Data Collection



The main study consisted of a longitudinal study. The data was collected at four points over two years as indicated in Table 4.1.

Table 4.1 The four data collection points

Data Collection Points	Date
Time 1	October 2010 – February 2011
Time 2	March 2011 – July 2011
Time 3	October 2011 – February 2012
Time 4	March 2012 – July 2012

The quantitative data were analysed using the spreadsheet Excel and the statistical software SPSS (Statistical Package for the Social Sciences). Codes and themes were elicited from the transcripts, observations and qualitative data on the questionnaires in order to analyse the qualitative data.

The data collected from Time 1 to Time 4 were not always of a similar quantity. As Table 5.1 (section 5.1) shows for example, at Time 1, 135 questionnaires were collected from Secondary School A, and 61 at Time 4. At Secondary School B, replies to 66 questionnaires were obtained and 28 during Time 3. For this reason the Mann-Whitney statistical test was not used to analyse the data. According to de Winter and Dodou (2012) Mann-Whitney is used more effectively when the data collected are obtained using a Likert scale and from a sample of equal sample sizes.

As Table 5.9, Table 5.10, 5.11 (section 5.2.1) and Table 5.16 (section 5.2.3) shows on more than one occasion fewer than 5 pupils replied to the questions asked. Analyses using chi-squared were not carried out because as Denscombe (2007) argued, the accuracy of the statistic is threatened if the distribution among the various categories numbers less than five.

In order to find out how closely the variables were connected and to provide consistency in data analysis, correlational analyses were considered therefore the best statistical test for all the data collected.

4.2 The Participants

Having decided to carry out a study within an educational establishment, it seemed appropriate at first that this should be the school in which I was working and had received permission to do the main study also. The school provided a familiar, natural setting in which to collect the data. I decided against this on reflection because I became concerned that the data might be biased by the behaviour of the pupils who already knew me. I wanted to avoid as much 'contamination' (Hammersley, 1992, p. 163) of the data as possible.

The pilot was completed in July 2010. When carrying out research, it is important that trust is maintained and I was aware that the dates chosen for the visit might not be easily changed therefore I contacted local secondary schools accessible by public transport. I telephoned the Head Teacher and Head of Modern Languages at eight secondary schools between July and September 2010, four schools showed an interest and two confirmed that they would commit to taking part over the two years. During each telephone call all schools were assured that all participants would remain anonymous and that letters (Appendices 2 and 3) would follow to obtain their permission to proceed with the research.

The views of the primary schools were important, therefore, the process described above was repeated (Appendices 4 and 5). In July 2011, ten primary schools were contacted, the

choice of which was based on accessibility by public transport and to reflect the difference in their pupil intake. Unfortunately the latter did not succeed; three schools showed an interest and the two which agreed to take part were both based in middle class areas, furthermore, one of the primary schools (Primary School 1) did not allow all the data to be collected in that school.

Applying for permission to carry out the research is also an Open University requirement. In October 2010 I also submitted the necessary papers to the Human Participants and Materials Ethics Committee (HPMEC). In order to allow sufficient time for permission to be granted by HPMEC, I proposed to start the data collection at the two secondary schools, in November 2010 and the following year at the two primary schools.

Throughout the study the two secondary schools are referred to as Secondary School A and Secondary School B. The two primary schools are labelled as Primary School 1 and Primary School 2. Table 4.2 provides a brief overview of each school. Table 4.3 and Table 4.4 indicate the arrangements made for the visits 'prior' to starting the research.

Table 4.2 A Brief Overview of the Four Schools

	Location	Specialism	About the school	MFL Teaching
Secondary School A	South Essex. 23 miles from central London.	Business and Enterprise.	11- 16 mixed comprehensive of approximately 950 pupils. 60% of the pupils are from a working-class background. An increasing proportion of pupils are from different ethnic minority backgrounds. The proportion is above average.	Year 7 pupils are taught in mixed-ability groups.
Secondary School B	North Essex. 33 miles from central London.	Specialist Engineering College.	<p>An 11-18 mixed comprehensive of approximately 1200 pupils. The pupils come from a range of social backgrounds with an increasing number arriving from working class backgrounds.</p> <p>The proportion receiving Free School Meals has increased in recent years from 7.8% to 20% by September, 2012.</p>	Year 7 pupils are taught in three ability groups, referred to as top-set, middle-set and bottom-set pupils.

Primary School 1	North Essex. 34 miles from central London.	Community Primary School.	A primary school for pupils aged 7 to 11. The pupils are from a middle class background. Very few ethnic minority pupils attend this school.	French is taught throughout the school twice per week by a French specialist. The Key Stage 2 class teachers practise French with their pupils at least once a week.
Primary School 2	North Essex. 33 miles from central London.	Primary School.	This Primary School enrolls pupils aged 7 to 11. Many of the pupils are from a middle class background. There are very few ethnic minority pupils.	The National Curriculum determines the curriculum which is taught. Single subject teaching includes French for one lesson a week.

Successive CILT / CfBT reports on language trends have shown that languages tend to be better supported by school and parents, and by pupils, in more socially privileged areas: ‘substantial differences in relation to languages remain...between schools with different levels of disadvantage within the state sector’ (Tinsley and Board, 2013, p. 6 cf. CfBT Education Trust, 2012, p. 19).

Although Secondary Schools A and B were not selected as contrastive case studies, I am aware that differences might emerge linked to the different social mix of the pupils. At Secondary School A the proportion of ethnic minority pupils is above average and

increasing. At the time of the research, approximately 13% were receiving Free School Meals.

At Secondary School B the presence of a sixth form reflects the middle class profile of the school. At the start of the research, the proportion receiving Free School Meals was 7.8%, about half that of Secondary School A. The school caters for pupils from urban and rural areas, and has very few ethnic minority pupils.

Table 4.3 An Overview of the Visits Arranged With Secondary School A and Secondary School B

Date	Time	Secondary Schools A and B
October to November 2010	1	School A
November to December 2010	1	School B
May 2011	2	School A
June to July 2011	2	School B
October 2011	3	School A
November 2011 to January 2012, (the new timetable meant it was more difficult to arrange the observations and interviews).	3	School B
April to May 2012	4	School B
June 2012	4	School A

Table 4.4 An Overview of the Visits Arranged With Primary School 1 and Primary School 2

Date	Time	Primary School 1 and Primary School 2
September 2010 to October 2011	No data was collected at Time 1 and Time 2.	Not Applicable
November 2011	3	Primary School 1
January 2012	3	Primary School 2

4.2.1 *Secondary School A*

At Secondary School A the pupils studied French for five lessons per fortnight. In Year 7 they were placed in one of six mixed-ability classes based on their Standard Assessment Tests (SATs) results at Key Stage 2. (In England SATs take place at the end of Key Stage 1, Key Stage 2 and Key Stage 3 to show pupils' progress in English, Maths and Sciences). All the pupils studied French.

In Year 8 six mixed ability classes were split into sets based on ability in French.

Consequently, there were two ability 1 groups, two ability 2 groups and two ability 3 groups. The pupils who were in ability group 3 must continue to study French. The other pupils can choose to do French or German; three classes continued to study French and three chose to start learning German.

Secondary School A allowed me to continue to collect the data with the same pupils in Year 8 but doing so was more challenging than in Year 7. Based on ability and the choice to do German instead of French, some of the pupils were in different classes. As a result, it was more difficult to arrange the observations and interviews with the same number of pupils in the focus groups and in the same manner as when they were in Year 7.

The subject teachers helped to ensure that the same pupils who completed the questionnaires in Year 7 completed them in Year 8. This was also difficult to arrange, thus confirming that 'social research, not least in education, consists of data collection...with their dilemmas and paradoxes, tensions, and so on...' (Neumann, 1987, p. 161). The Head of Modern Languages, nonetheless, was extremely helpful; ensuring on the days of my

visits (during the days I was not teaching at my own school) that I could gain access to as many of the pupils as possible.

4.2.2 Secondary School B

The data collection at Secondary School B took place but also not without its challenges.

In Year 7 the pupils were split between six classes and they all studied French. Each class was labelled ability group one (the highest), two or three. The lessons lasted one hour, with the five hours of teaching being spread over two weeks. By prior arrangement with the Head of Modern Languages and subject teachers the data was collected from a class comprising each ability group.

In Year 8 the pupils in ability group one were dual linguists. They studied two languages; French and German or French and Spanish. The complex criteria used to choose the dual linguists included teacher recommendation, end of Year 7 exam results and the pupils' attitude to languages. The dual linguists had six one-hour lessons per fortnight and studied each language for three hours every two weeks. Owing to the structure of the pupils' new timetable, those who took part in the data collection were possibly in a different class.

Trying to collect the data in Year 8, therefore, was more challenging. For this reason during the second year of the data collection (Time 3 and Time 4 – see Table 4.1) with the help of the Head of Modern Languages, I arranged additional visits to interview and observe some of the pupils who had been in the Year 7 focus groups. However, timetable constraints meant that I could not interview or observe all the pupils in Year 8 whom I had seen in Year 7. Questionnaires were distributed to as many pupils as possible who had

completed them in Year 7. The subject teachers were asked to ensure that only those pupils who had completed a questionnaire in Year 7 did so in Year 8.

4.2.3 Primary School 1

In September 2011, I obtained permission from the Head Teacher and Modern Languages teacher to collect data from a primary school (henceforth known as Primary School 1) in Essex. This school is not a feeder primary school (a primary school which sends pupils to a particular secondary school) for either Secondary School A or Secondary School B. The feeder primary schools I had contacted for Secondary School A and Secondary School B were unable to take part in the research. Nonetheless, I was pleased to be able to obtain data from a primary school which was not in the same vicinity as Primary School 2. I believed this was important in order to ensure that the data received was not based on a school with a similar ethos as another within the same geographical area.

In November 2011, I confirmed, as had been arranged, that I would begin to collect the data. It had been agreed initially that I could interview the pupils, the Modern Languages teacher and ask a class of Year 6 pupils to complete a questionnaire. Unfortunately, permission was finally granted to allow only the completion of the questionnaires by the pupils and a telephone interview with the class teacher. All the participants had been made aware that taking part in the research was 'voluntary': consequently, they had the 'right to withdraw at any time' (Coolican, 2009, p. 594). I accepted that despite my best efforts, 'problems inevitably arise in conducting educational research in real-life institutional settings' (Gall et al., 1996, p. 106), thus I was grateful for what I obtained.

4.2.4 Primary School 2

Primary School 2 is one of the feeder schools for Secondary School B but the pupils interviewed at Secondary School B were selected by their class teacher, and unfortunately had not attended this Primary School. ‘When research is being carried out integrity must be maintained at all times’, (BERA, 2004, p. 7). As a result, the Secondary School pupils were not asked to indicate which primary school they attended on the questionnaire as to do so might have produced biased results.

In October 2011, the Deputy Head Teacher, Modern Languages Coordinator and class teacher at Primary School 2 agreed that data could be collected in January 2012. Two classes were chosen, one in Year 5 and in Year 6. The pupils were chosen by the Modern Languages class teacher (a Higher Level Teaching Assistant with an A ‘Level in French) who teaches both the Year 5 and Year 6 class. Those pupils formed my focus group for the semi-structured interview and the class observation. Although the Modern Languages Coordinator teaches at the same school, she does not teach either of the classes from which the data was collected.

The two classes studied French for a term and music for the other half. As a result, I had to make sure that all the data was collected before February 2012 half-term. During the previous year, the pupils studied French and music for 25 minutes each which according to the class teacher was not working as well as the new arrangements.

In order to successfully complete the data collection, constant negotiation with the schools which I had identified was necessary. I had to take into account each teachers’ workload

and the dates which I had available to visit. I worked out a timetable with the schools for the data collection which allowed both the schools and myself to make changes should the need arise.

4.3 The Materials: Secondary and Primary Schools

The samples were selected to reflect the focus of my study. My aim, in selecting the samples was to be as reasonably representative as possible of other school structures, therefore it was not possible to produce a study which compared and contrasted the motivation between an equal number of secondary school pupils who had studied French at primary school and those who had not done. In each school there were more pupils with primary school French than those without.

4.3.1 Pupil Questionnaires

Questionnaires containing open and closed items were given to the Head of Department at Secondary School A and Secondary School B (Appendix 10). Questionnaires were sent to Primary School 1 and Primary School 2 (Appendix 11). Table 4.5 shows how many questionnaires were completed.

Table 4.5 Pupil Questionnaires Distributed to the Secondary and Primary Schools

Date	Time		Secondary School A	Secondary School B	Primary School 1 Year 6	Primary School 2 Year 5	Primary School 2 Year 6
Nov. 2010	1		164	76			
June 2011	2		117	66			
Oct. 2011	3		94	38	33	20	28
May 2012	4		61	66			

In order to address my main research question on primary to secondary transition, I decided, as Table 4.5 above shows, to distribute the pupil questionnaires to the two Secondary Schools at four intervals. Those for Time 1 and Time 2 were given to the Head of Department when the secondary school pupils in Secondary School A and Secondary School B were at the start and end of Year 7 (this took place during the first year of my research); those for Time 3 and Time 4 were completed by the pupils at the beginning and end of Year 8 (during the second year of my research). To ensure representation of the real world the pupils selected were not all from a bottom or top ability group. I asked, prior to the distribution of the questionnaires, that the classes chosen should represent the three ability groups, as explained in section 4.2.1 and section 4.2.2. The primary school pupils completed their questionnaires during Time 3.

The pupils were selected by their class teachers at both the Secondary and Primary Schools. Incorrectly completed questionnaires by the four schools were withdrawn from the sample.

4.3.2 Teacher Questionnaires

Recognising that I would not have the time to interview all the pupils' Modern Languages class teachers, I asked three of the teachers at Secondary School A and Secondary School B to complete a questionnaire (Appendix 12). At Primary School 2, the questionnaire was completed by the Years 5 and 6 class teacher and the School's Modern Languages Coordinator (Appendix 13). That distribution is shown in Table 4.6.

Table 4.6 – Teacher Questionnaires

Date	Time	Secondary School A	Secondary School B	Primary School 1	Primary School 2 The same teacher was responsible for Years 5 and 6	Primary School 2 Modern Languages Coordinator
May 2011	2	3				
June 2011	2		3			
January 2012	3			0	1	1

4.3.3 Pupil Interviews at the Secondary and Primary Schools

Questionnaires are not able to provide the nuances which are part of human behaviour and perception. The semi-structured interviews undertaken at Secondary Schools A and B (Appendix 14) and at Primary School 2 (Appendix 15) allowed me to collect data which may otherwise have not been available (Gall et al., 1996, p. 306). See Table 4.7 (Secondary School A), Table 4.8 (Secondary School B) and Table 4.9 (Primary School 2), which show the number of pupils who were interviewed.

Table 4.7 Pupils interviewed at Secondary School A with and without Primary School French

Date	Time	Pupils With Primary School French	Pupils Without Primary School French
November 2010	1	5	7
June 2011	2	4	6
The Pupils were not Interviewed during time 3	3	N/A	N/A
June 2012	4	5	5

Table 4.8 Pupils interviewed at Secondary School B with and without Primary School French

Date	Time	Pupils With Primary School French	Pupils Without Primary School French
February 2011	1	9	8
July 2011	2	5	3
December 2011 – January 2012	3	3	3
May 2012	4	3	1

Table 4.9 Pupils interviewed at Primary School 2

Date	Time	Pupils Interviewed
January 2012	3	6

A good interviewer is always looking for openings to probe deeper (Gay and Airasian, 2000, p. 221). Obtaining trust from the pupils was important. This enabled me to obtain more information when the pupils were interviewed. The increasing emphasis on open-ended questions helped me to find out how the pupils ‘experience and feel’ (Gay and Airasian, 2000, p. 222) in the Modern Languages Classroom.

In Year 7 the pupils at Secondary School A and Secondary School B were interviewed in focus groups consisting of pupils with and without primary school French. The interviews took place according to pupil timetable and by prior arrangement with the class teachers. The number of pupils in each focus group at School A ranged from four to nine pupils and at Secondary School B from four to six pupils. Some pupils were also interviewed in pairs. Each interview lasted between fifteen and twenty minutes. Changes to the pupil timetables

as mentioned in section 4.2.1 and section 4.2.2 meant that the interviews were more difficult to arrange. As a result, in Year 8 the interviews at Secondary School A took place in focus groups of three to six pupils. At Secondary School B the pupils were interviewed in groups of three, in pairs and individually for between ten and fifteen minutes. The pupils interviewed in Year 8, with and without primary school French, were the same as those interviewed as those in Year 7.

Pupils indicated in Table 4.9 at Primary School 2 were in the same class. In order to obtain a balanced view during the interviews it was agreed with their class teacher that pupils with differing abilities should form the focus groups. In order to make sure that the pupils did not miss the whole of their lessons and due to lack of space to conduct the interviews, the pupils were interviewed in mixed-ability pairs for 15 minutes.

I wanted to ensure that the pupils felt comfortable at all times during the data collection. Consequently, although permission had already been obtained from the pupils and their parents I made sure that before the start of every interview I still had the pupils' consent to record it.

4.3.4 Teacher Interviews

The semi-structured interviews (carried out with the Heads of Modern Languages only) at Secondary School A and Secondary School B (Appendix 16) were arranged prior to each visit and lasted approximately 20 minutes each. The interview with the teacher at Primary School 1 (Appendix 18) during Time 3 was conducted over the telephone. See Table 4.10.

Table 4.10 – Teachers Interviewed

Date	Time	Secondary School A	Secondary School B	Primary School 1	Primary School 2
May 2011	2		Head of Modern Languages		
June 2011	2	Head of Modern Languages			
January 2012	3			Year 6 Class Teacher	N/A

With their permission the interviews took place at Secondary School A and Secondary School B when the teachers were not teaching, and were recorded. At Primary School 1, the class teacher was a Modern Languages specialist, whose teaching timetable was shared between this school and another. This made it difficult to arrange a time to meet. Consequently, the interview was conducted over the telephone for ten minutes during Time 3.

4.3.5 Classroom Observations

The classroom observations were undertaken at a time which was both suitable for the school and the days when I was not teaching. The observations at Secondary School A were carried out twice in Year 7 and the summer term of Year 8. Those at Secondary School B took place twice in Year 7 and Year 8. A Year 5 class at Primary School 2 was observed in January 2012.

At Secondary School A all the classes, in Years 7 and 8, contained a maximum of 30 pupils. At Secondary School B all the classes in Year 7 had a maximum of 30 pupils. In Year 8 ability group 3 had seventeen pupils. All the classes were composed of pupils with and without primary school French.

At Secondary School A and Secondary School B the observations were carried out in classes according to their ability group. This could not be avoided because, as explained in sections 4.2.1 and section 4.2.2, this is the manner in which the Modern Languages classes were structured.

The dates for the observations were negotiated with the Head of Department at both of the Secondary Schools. At Primary School 2, the lesson observation was arranged with the Modern Languages Coordinator and thereafter the class teacher. At the Secondary Schools I was given permission to record the lessons. At Primary School 2, I was not able to do so.

The decision to include non-participant observations in my research proved to be invaluable as I watched the manner in which the pupils interacted with their learning in the Modern Languages classroom. As Denscombe (2007) stated, ‘observations offer the researcher a distinct way of collecting data and not relying on what people say’ (Denscombe, 2007, p. 2006).

Having noted that the observation schedule used for the pilot was unsuitable, I used a revised schedule (Appendix 17) to code and note the events because it was not possible to write everything down. In each lesson at both Secondary School A and Secondary School B, I was provided with a seating plan. During my first lesson at both Secondary Schools, the class teacher not only called the register at the start of the lesson but also asked the pupils to raise their hands so that I would have a clear indication of where each pupil was seated and in particular those with and without primary school French.

I made a note of the number of pupils in each class so that I would be able to observe their performance in relation to the other members of the class. A pupil could be perceived to be making great progress if he or she were at the top of a class of fifteen pupils and less if obtaining the same grades in a class of thirty if other pupils had better grades. The pupils on which I mainly focused were identified by using the same codes and pseudonyms as I used for the semi-structured interviews. This made it easier for me to follow their progress in the classroom, to compare it to their replies during the interviews and their levels achieved at the end of Year 7 and Year 8.

Chapter Five: Main Study: Results

5.1 Introduction

This chapter contains the results of the data collected from Time 1 to Time 4. (See section 4.1 for those dates). Although the data collected over the two years were not always of the same quantity, the aim was to provide an insight into the questions of motivation, attitude and progress in the Modern Languages classroom, and compare those results between those who studied French at primary school and those who had not by the end of Year 8.

The findings from the primary schools give a perspective on Modern Language learning at Key Stage 2, without which it would not be possible to highlight and understand some of the earlier experiences of participant pupils at Secondary School A and Secondary School B.

The findings include data obtained from the teachers. It was important to elicit from them their views and thereafter compare their viewpoints to the pupils’.

5.2 Questionnaires

According to the CfBT 2012 *Language Trends* the number of primary schools ‘found to be fully meeting the ‘entitlement’ to language learning’ (CfBT, 2012, p. 21) between 2008 and 2012 had risen from 69% to 84%. As a result, by the time my research commenced, a large number of my sample obtained from Secondary School A and Secondary School B had studied French at primary school. Table 5.1 shows how many questionnaires were completed.

Table 5.1 Questionnaires completed by the Pupils at Secondary School A and Secondary School B.

School A		Time 1	Time 2	Time 3	Time 4
		n = 164	n = 117	n = 94	n = 61
	With Primary French	135 (82%)	96 (82%)	74 (79%)	42 (69%)
	Without Primary French	29 (18%)	21 (18%)	20 (21%)	19 (31%)
School B		n = 76	n = 66	n = 38	n = 66
	With Primary French	66 (87%)	53 (80%)	28 (74%)	55 (83%)
	Without Primary French	10 (15%)	13 (20%)	10 (26%)	11 (17%)

5.2.1 Secondary School Pupils. General Attitude and Motivation

Although ‘it cannot be assumed’ that pupils’ attitudes ‘will remain constant over time’ (Burstall et al., 1974, p. 126), at the start of the data collection it was expected that the pupils with primary school French may be more positive about learning a Modern Language than those without that experience – (see sections 2.4, 2.4.1 and 2.4.6).

Questions 3, 4, 5 and 9 (Appendix 10) concerned attitude and motivation. The responses provided a comparison between the pupils who had studied French at primary school and those who had not, across the four data collection points mentioned in section 4.1. Table 5.2 (Secondary School A) and Table 5.3 (Secondary School B) show the responses.

**Table 5.2 Percentage of pupils who answered Yes to the following: Secondary School
A. Time 1 to Time 4.**

School A	Time 1	Time 1	Time 2	Time 2	Time 3	Time 3	Time 4	Time 4
	n = 135	n = 29	n = 96	n = 21	n = 74	n = 20	n = 42	n = 19
	Studied French at Primary School.	Had not studied Primary School French.	Studied French at Primary School.	Had not studied Primary School French.	Studied French at Primary School.	Had not studied Primary School French.	Studied French at Primary School.	Had not studied Primary School French.
Q.3 I like French	94 (70%)	19 (66%)	45 (47%)	9 (43%)	35 (47%)	9 (45%)	12 (29%)	8 (42%)
Q.4 French is easy	56 (42%)	9 (31%)	42 (44%)	8 (38%)	33 (45%)	4 (20%)	16 (38%)	4 (21%)
Q.5 French is useful	116 (86%)	25 (86%)	75 (78%)	15 (71%)	47 (64%)	17 (85%)	24 (57%)	14 (74%)
Q. 8 French is interesting	107 (79%)	20 (69%)	39 (41%)	7 (33%)	32 (43%)	12 (60%)	13 (31%)	6 (32%)

**Table 5.3 Percentage of pupils who answered Yes to the following: Secondary School
B. Time 1 to Time 4.**

School B	Time 1	Time 1	Time 2	Time 2	Time 3	Time 3	Time 4	Time 4
	n = 66	n = 10	n= 53	n= 13	n = 28	n = 10	n = 55	n = 11
	Studied French at Primary School.	Had not studied Primary School French.	Studied French at Primary School.	Had not studied Primary School French.	Studied French at Primary School.	Had not studied Primary School French.	Studied French at Primary School.	Had not studied Primary School French.
Q.3 I like French	39 (59%)	6 (60%)	23 (43%)	4 (31%)	8 (29%)	6 (60%)	25 (46%)	7 (64%)
Q.4 French is easy	26 (39%)	3 (30%)	16 (30%)	4 (31%)	5 (18%)	3 (30%)	22 (40%)	5 (46%)
Q.5 French is useful	50 (76%)	9 (90%)	34 (64%)	7 (54%)	16 (57%)	7 (70%)	31 (56%)	7 (64%)
Q. 8 French is interesting	49 (74%)	7 (70%)	23 (43%)	3 (23%)	13 (46%)	7 (70%)	25 (46%)	7 (64%)

At Secondary School A, Table 5.2 shows that at Time 1 and Time 2 (the start and end of Year 7) the responses from both those who studied French at primary school and those pupils who did not are similar. Table 5.3 shows that the findings obtained at Time 1 and Time 2 at Secondary School B are similar to those at Secondary School A. At both Secondary Schools, pupils who had not studied French at primary school were less likely to find French interesting, and in both Secondary Schools that gap increased by the end of Year 7 although the difference in results between the two Schools becomes greater at Secondary School B. At Secondary School A the difference is 8% and in Secondary School B that figure is 20%.

During Time 3 and Time 4 (the start and end of Year 8) the number of pupils with primary School French, who liked studying it at Secondary School A decreased. The results are similar to those at Secondary School B, although the decline at Secondary School A is more acute. Amongst the pupils without primary school French, the proportion of pupils who disliked studying the language by Time 4 increased by 24% at Secondary School A, whilst at Secondary School B 4% more of the pupils without primary French liked studying it.

The hypothesis was that pupils with primary school French may be more motivated about learning French than their peers without primary French. I carried out a further test using SPSS to establish if there was any correlation between studying French at primary school and responses to the four questions¹³ at successive Times from the start of Year 7 to the end of Year 8. This test might have confirmed if there was any difference in attitude and

¹³ The four variables were: I like French, French is easy, French is useful and French is interesting.

motivation between the two cohorts. At both Secondary Schools A and B there was no correlation between having studied French at primary school and the four variables across the four collection points even at a significance level of $p < .05$.

Although the tests using SPSS for a correlation between the four variables and having studied French at primary school were not conclusive, the pupils at both Secondary Schools expressed negative attitudes towards French. Table 5.4, Table 5.5 (Secondary School A) Table 5.6 and Table 5.7 (Appendix 10, question 8) possibly explain why the pupils were not always positive about learning French.

Table 5.4 Secondary School A Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 135	n = 96	n = 74	n = 42
Total number of pupils who replied 'Yes'	n = 107	n = 39	n = 33	n = 13
The lessons are interesting because				
a) We work in groups	20 (19%)	8 (21%)	7 (21%)	2 (15%)
b) The vocabulary is new	46 (43%)	13 (33%)	9 (27%)	6 (46%)
c) They are fun	18 (17%)	10 (26%)	6 (18%)	3 (23%)
d) We do more than one activity	24 (22%)	9 (23%)	12(36%)	3 (23%)
Total number of pupils who replied 'No'	n = 28	n = 57	n = 41	n = 29
The lessons are not interesting because				
a) We do too much writing	9 (32%)	23 (40%)	15(37%)	12 (41%)
b) It is boring	8 (29%)	10 (18%)	7 (17%)	5 (17%)
c) We do not use computers enough	3 (11%)	6 (11%)	3 (7%)	4 (14%)
d) We always use textbooks	6 (21%)	11 (19%)	8 (20%)	3 (10%)
e) We do not do enough group- work	1 (4%)	4 (7%)	5 (12%)	3 (10%)
f) We do not do enough pair-work	1 (4%)	3 (5%)	3 (7%)	2 (7%)

Table 5.5 Secondary School A Pupils Without Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 29	n = 21	n = 20	19
Total number of pupils who replied 'Yes'	n = 20	n = 7	n = 13	n = 6
The lessons are interesting because				
a) We work in groups	3 (15%)	1 (14%)	2 (15%)	1 (17%)
b) The vocabulary is new	7 (35%)	3 (42%)	9 (69%)	3 (50%)
c) It is fun	8 (40%)	2 (29%)	2 (15%)	1 (17%)
d) We do more than one activity	4 (20%)	1 (14%)	2 (15%)	1 (17%)
Total number of pupils who replied 'No'	n = 9	n = 14	n = 7	n = 13
The lessons are not interesting because				
a) We do too much writing	4 (44%)	6 (43%)	3 (43%)	8 (62%)
b) It is boring	1 (11%)	2 (14%)	1 (14%)	2 (15%)
c) We do not use computers enough	1 (11%)	1 (7%)	1 (14%)	1 (8%)
d) We always use textbooks	1 (11%)	1 (7%)	0 (0%)	1 (8%)
e) We do not do enough group-work	2 (22%)	3 (21%)	2 (29%)	2 (15%)
f) We do not do enough pair-work	1 (11%)	1 (7%)	0 (0%)	0 (0%)

The findings in Table 5.4 and Table 5.5 show whether the pupils with and without primary school French find it interesting to study French at secondary school. Owing to the fact that the sample becomes smaller across Time 1 to Time 4, the pattern which emerges for both pupils with and without primary French possibly makes it more difficult to generalise across a wider population. It is possible to conclude, nonetheless, that by the end of each year both cohorts had a negative attitude toward writing in French. At the end of Year 8, 41% of pupils with primary French and 62% without that experience were complaining about the amount of writing they had to do.

Both cohorts (first pupils with and without primary French) seemed to be positive about the need to learn new French vocabulary. However, by the end of Year 8 the pupils without primary French complained that the lessons were no longer fun. At the start of Year 7, 40% of those who had not studied French at primary found French fun. By the end

of Year 8 only 17% expressed the same opinion. 17% of those with primary French and 15% without it found French boring.

Table 5.4 and Table 5.5 also show an increase in the percentage of pupils with primary school French at Secondary School A who complained about not doing enough group work, from 4% at the start of Year 7 to 10% by the end of Year 8. Despite the increase in the number of pupils who complained, the figures show, nonetheless, that the pupils without primary French complained more than the pupils with primary French. However, it is recognised that the numbers of those without primary school French at Secondary School A are too low to make the percentages meaningful.

At Secondary School B the pupils with primary French showed an interest in learning new vocabulary. See Table 5.6 and Table 5.7.

Table 5.6 Secondary School B Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 66	n = 53	n = 28	n = 55
Total number of pupils who replied 'Yes'	n = 26	n = 16	n = 5	n = 22
The lessons are interesting because				
a) We work in groups	2 (8%)	1 (6%)	0 (0%)	3 (14%)
b) The vocabulary is new	10 (38%)	7 (44%)	2 (40%)	5 (23%)
c) It is fun	8 (31%)	3 (19%)	1 (20%)	6 (27%)
d) We do more than one activity	7 (27%)	6 (38%)	2 (40%)	8 (36%)
Total number of pupils who replied 'No'	n = 40	n = 37	n = 23	n = 33
The lessons are not interesting because				
a) We do too much writing	9 (23%)	7 (19%)	5 (22%)	7 (21%)
b) It is boring	8 (20%)	6 (16%)	4 (17%)	6 (18%)
c) We do not use computers enough	7 (18%)	8 (22%)	5 (22%)	7 (21%)
d) We always use textbooks	6 (15%)	6 (16%)	4 (17%)	4 (12%)
e) We do not do enough group-work	7 (18%)	7 (19%)	4 (17%)	7 (21%)
f) We do not do enough pair-work	4 (10%)	3 (8%)	2 (9%)	3 (9%)

Table 5.7 Secondary School B Pupils Without Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 10	n = 13	n = 10	n = 11
Total number of pupils who replied 'Yes'	n = 3	n = 4	n = 3	n = 5
The lessons are interesting because				
a) We work in groups	1 (33%)	0 (0%)	0 (0%)	1 (20%)
b) The vocabulary is new	1 (33%)	1 (25%)	1 (33%)	1 (20%)
d) We do more than one activity	2 (67%)	3 (75%)	3 (67%)	4 (80%)
Total number of pupils who replied 'No'	n = 7	n = 9	n = 7	n = 6
The lessons are not interesting because				
a) We do too much writing	2 (29%)	2 (22%)	2 (29%)	1 (17%)
b) It is boring	2 (29%)	2 (22%)	2 (29%)	1 (17%)
c) We do not use computers enough.	1 (14%)	1 (11%)	1 (14%)	1 (17%)
d) We always use textbooks	0 (0%)	1 (11%)	1 (14%)	1 (17%)
e) We do not do enough group-work	2 (29%)	2 (22%)	1 (14%)	2 (33%)
f) We do not do enough pair-work	1 (14%)	1 (11%)	1 (14%)	1 (17%)

Numbers of those without primary school French at Secondary School B are too low for any valid statistical analysis.

Table 5.8 and Table 5.9 (Appendix 10, question 3) looks closely at why pupils might or might not have found their lessons easy at Secondary School A.

Table 5.8 Secondary School A Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 135	n = 96	n = 74	n = 42
Total number of pupils who replied 'Yes'	n = 56	n = 42	n = 32	n = 16
The lessons are easy because				
a) The words are simple	25 (45%)	20 (48%)	13 (41%)	5 (31%)
b) You get used to it	15 (27%)	7 (17%)	9 (28%)	4 (25%)
c) The words are similar to English	16 (29%)	15 (36%)	10 (31%)	7 (44%)
Total number of pupils who replied 'No'	n = 79	n = 54	n = 42	n = 26
The lessons are not easy because				
a) The words are difficult	46 (58%)	33 (61%)	27 (64%)	19 (73%)
b) French is confusing	33 (42%)	21 (39%)	15 (36%)	7 (27%)

Table 5.9 Secondary School A Pupils Without Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 29	n = 21	n = 20	n = 19
Total number of pupils who replied 'Yes'	n = 9	n = 8	n = 5	n = 4
The lessons are easy because				
a) The words are simple	2 (22%)	1 (13%)	1 (20%)	0 (0%)
b) You get used to it	2 (22%)	4 (50%)	2 (40%)	2 (50%)
d) The words are similar to English	5 (56%)	4 (50%)	2 (40%)	2 (50%)
Total number of pupils who replied 'No'	n = 20	n = 13	n = 15	n = 15
The lessons are not easy because				
a) The words are difficult	13 (65%)	9 (69%)	11 (73%)	10 (67%)
b) French is confusing	7 (35%)	4 (31%)	4 (27%)	5 (33%)

Table 5.8 and Table 5.9 also provide the reasons and percentages for finding French easy or not easy. During Time 1, for example, nine pupils found French easy because, as two of the pupils stated, the words are simple.

Pupils with primary French at Secondary school A during Time 3 to Time 4 (Table 5.8) stated that they found the French vocabulary either difficult or confusing. Although they seemed to feel more confident about French at the start of Year 7, by the end of Year 8 that confidence seemed to have decreased. At the start of Year 7, 58% of those pupils who found French difficult attributed it to the French vocabulary, but by the end of Year 8 the figure was 73%.

The findings described above are similar for those pupils who did not study French at primary school, though numbers of respondents are much lower.

Between the start of Year 7 and the end of Year 8 the proportion of pupils, with primary school French, who claimed that the similarity between some French and English words

helped them to learn French increased from 29% to 44%, suggesting that recognition of cognates moderates the perceived difficulty of learning vocabulary.

Table 5.10 and 5.11 show the results for the pupils at Secondary School B who might or might not have found French easy.

Table 5.10 Secondary School B Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 66	n = 53	n = 28	n = 55
Total number of pupils who replied 'Yes'	n = 26	n = 16	n = 5	n = 22
The lessons are easy because				
a) The words are simple	6 (23%)	4 (25%)	1 (20%)	5 (23%)
b) You get used to it	15 (58%)	8 (50%)	3 (60%)	6 (27%)
d) The words are similar to English	7 (27%)	5 (31%)	2 (40%)	11 (50%)
Total number of pupils who replied 'No'	n = 40	n = 37	n = 23	n = 33
The lessons are not easy because				
a) The words are difficult	33 (83%)	29 (78%)	16 (70%)	24 (73%)
b) French is confusing	7 (18%)	9 (24%)	9 (39%)	11 (33%)

Table 5.11 Secondary School B Pupils Without Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 10	n = 13	n = 10	n = 11
Total number of pupils who replied 'Yes'	n = 3	n = 4	n = 3	n = 5
The lessons are easy because				
a) You get used to it	2 (67%)	3 (75%)	2 (67%)	3 (60%)
b) The words are similar to English	1 (33%)	2 (50%)	2 (67%)	2 (40%)
Total number of pupils who replied 'No'	n = 7	n = 9	n = 7	n = 6
The lessons are not easy because				
a) The words are difficult	4 (57%)	5 (56%)	5 (71%)	4 (67%)
b) French is confusing	3 (43%)	6 (67%)	2 (29%)	2 (33%)

In common with Secondary School A, both the pupils with and without primary school French did not find French easy throughout Year 7 and Year 8. Although the proportion of pupils with primary school French who found the vocabulary difficult decreased from 83%

at the start of Year 7 to 73% by the end of Year 8, the figures are still larger than for those who found the vocabulary simple. Replicating the findings at Secondary School A, the data obtained from Secondary School B seem to suggest again that where there is similarity between French and English vocabulary, those pupils who recognise this appeared to find it easier, on occasions, to access the French language.

The number of respondents without primary French is much lower. Nonetheless, the figures show that the proportion of pupils who found French difficult had increased by the end of Year 8.

The Four Skills – Listening, Speaking, Reading and Writing

Figure 5.1 to Figure 5.4 show the pupils' responses which indicate the Modern Languages skills which they preferred when learning French. Figure 5.1 to Figure 5.4 also show the similarities and differences between the pupils with and without primary school French experience at both Secondary Schools A and B.

Figure 5.1

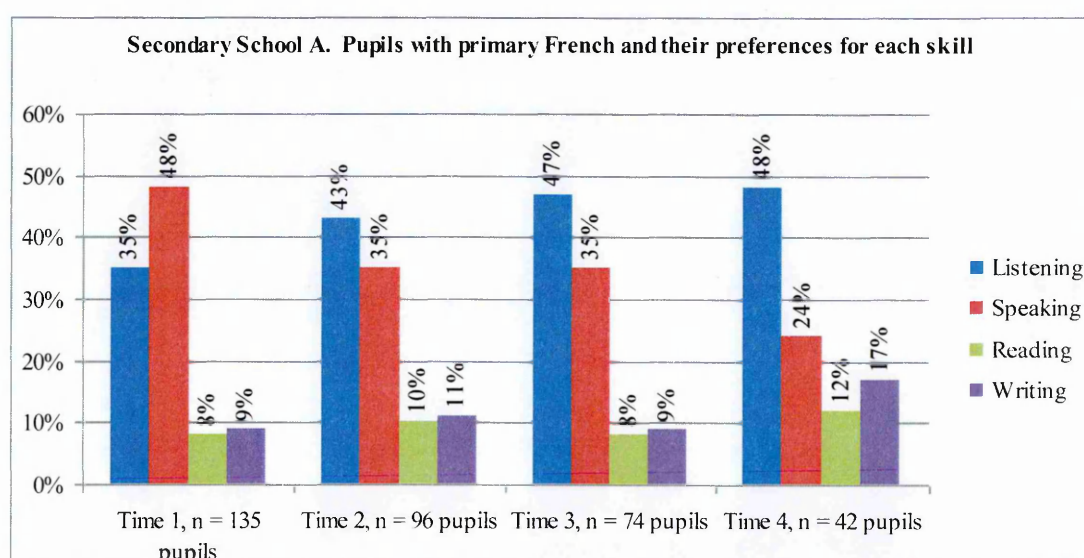


Figure 5.2

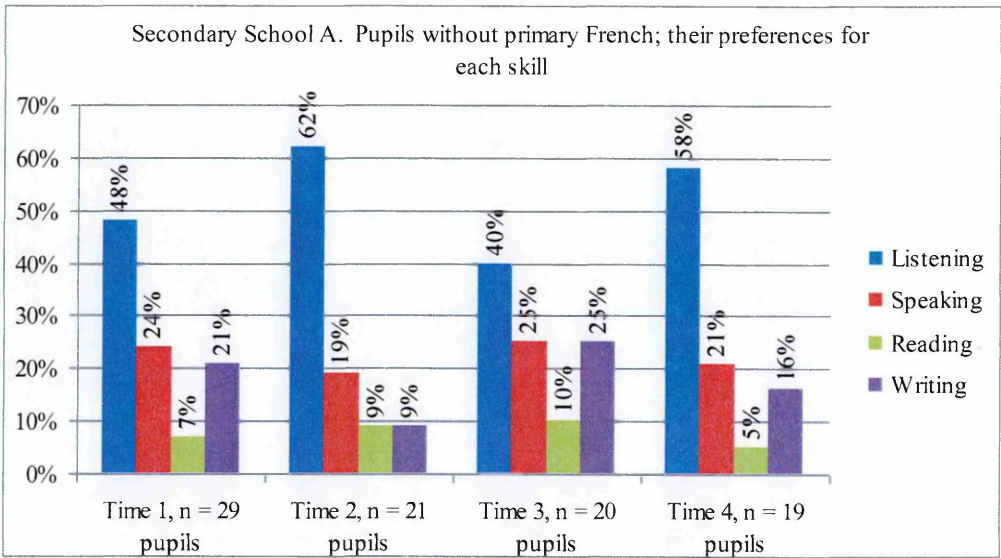


Figure 5.1 shows that amongst the pupils at Secondary School A with primary school French, the listening and speaking skills were the most popular. Although there were fewer pupils without primary school French, the proportion of pupils who preferred the skills mentioned above were very similar. The most surprising finding was that the pupils without primary school French consistently preferred listening from Time 1 to Time 4. The pupils with primary French appeared to become more confident with listening to French during Year 8.

At Secondary School B the largest proportion of pupils with primary French preferred listening to French, and those without primary school French preferred the speaking. See Figures 5.3 and 5.4 for the findings at Secondary School B.

Figure 5.3

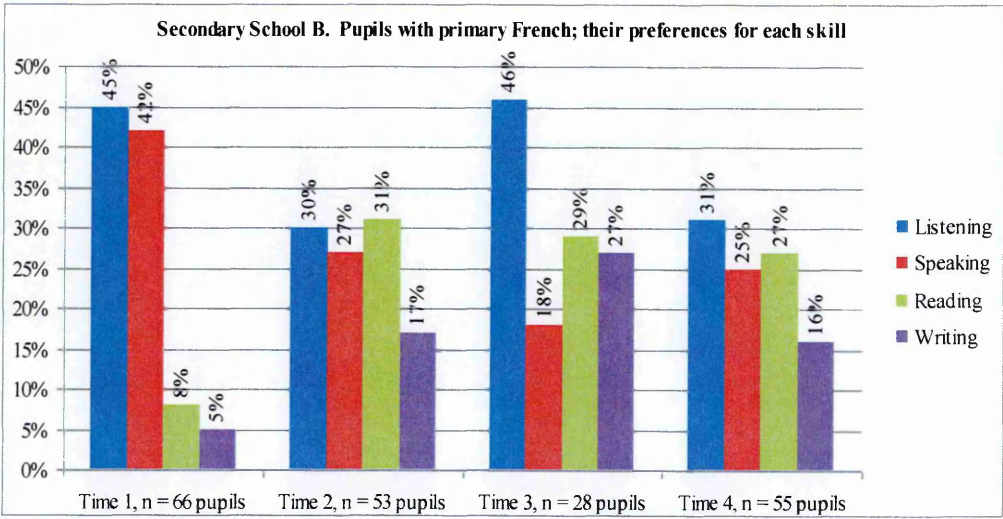
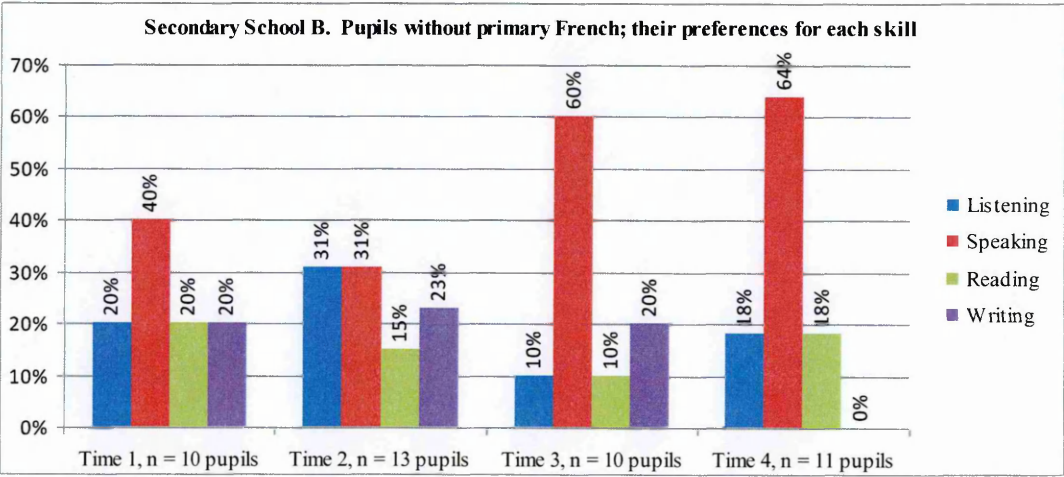


Figure 5.4



Unlike the pupils with primary French at Secondary School A, a similar cohort at Secondary School B claimed a preference for reading. At Secondary School B, the proportion of pupils with primary school French who preferred the listening skill was more than for those without primary school French. At the start of Year 7, for example, 30 out of 66 pupils (45%), with primary school French, preferred listening and 28 out of 66 (42%)

preferred speaking. By the end of Year 8 the proportion of pupils who preferred listening and speaking reduced. 17 out of 55 (31%) preferred listening and 14 out of 55 (25%) preferred speaking. This cohort of pupils was also more positive about reading in French than the pupils with primary French at Secondary School A. By Year 8, for example, 12% at Secondary School A and 27% at Secondary School B liked reading in French.

Amongst the small number of pupils without primary school French, at the start of Year 7, two out of ten (20%) preferred listening and four out of ten (40%) speaking. At the end of Year 8, however, 2 out of 11 (18%) preferred listening and the proportion of those who preferred speaking had increased to 7 out of 11 (64%). Despite the variation across groups with or without primary French in the two Secondary Schools, a Pearson product-moment test, from Time 1 to Time 4, found no statistically significant correlation ($p < .05$) between primary experience and preferred skills in any of the cases.

5.2.2 Key Stage 2 to Key Stage 3. The Secondary School Pupils' Attitudes Towards the Value of Primary Languages

At the outset of the data collection, the hypothesis (see sections 2.4, 2.4.1 and 2.4.6) was that pupils would have enjoyed primary school French (Appendix 10, question 14). It was also important to find out whether the responses would change across Time 1 to Time 4 when they started learning French at secondary school. The replies are summarised in Figures 5.5 and 5.6 whilst Tables 5.12 and 5.13 highlight the reasons for the pupils' responses at Secondary Schools A and B.

Figure 5.5

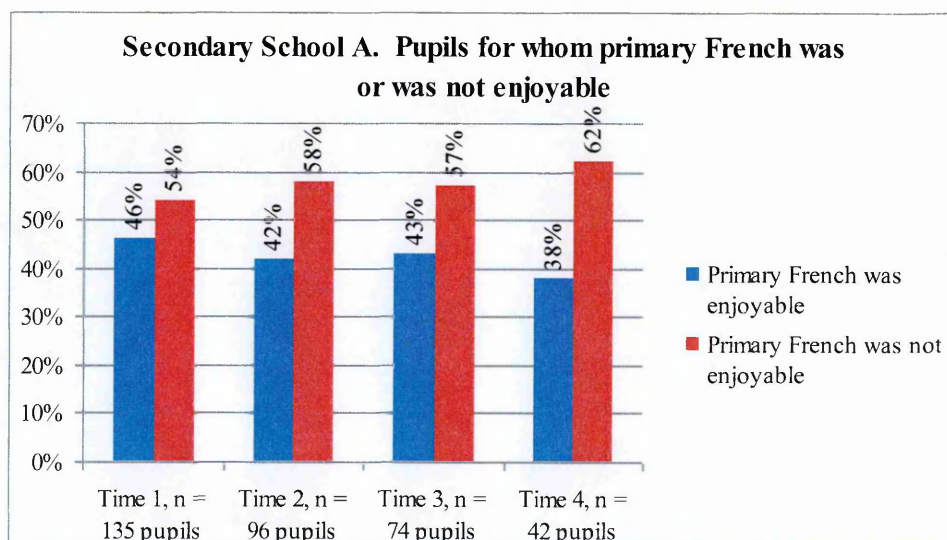


Table 5.12 Secondary School A Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 135	n = 96	n = 74	n = 42
Total number of pupils who replied 'Yes'	n = 62	n = 40	n = 32	n = 16
Primary school French was enjoyable because				
a) It was fun	47 (76%)	33 (82%)	24 (75%)	12 (75%)
b) There were a variety of activities	15 (24%)	7 (18%)	8 (25%)	4 (25%)
Total number of pupils who replied 'No'	n = 73	n = 56	n = 42	n = 27
Primary school French was not enjoyable because				
a) It was boring	70 (96%)	52 (93%)	41 (98%)	25 (93%)
b) The work was difficult	3 (4%)	4 (7%)	1 (2%)	2 (7%)

At Secondary School A, Figure 5.5 shows that learning French at primary school was not an enjoyable experience for many of the pupils at this school, with Table 5.12 providing an explanation. The main response given consistently across all data collection points was that the lessons were boring due, perhaps, to an insufficient variety of activities.

Figure 5.6

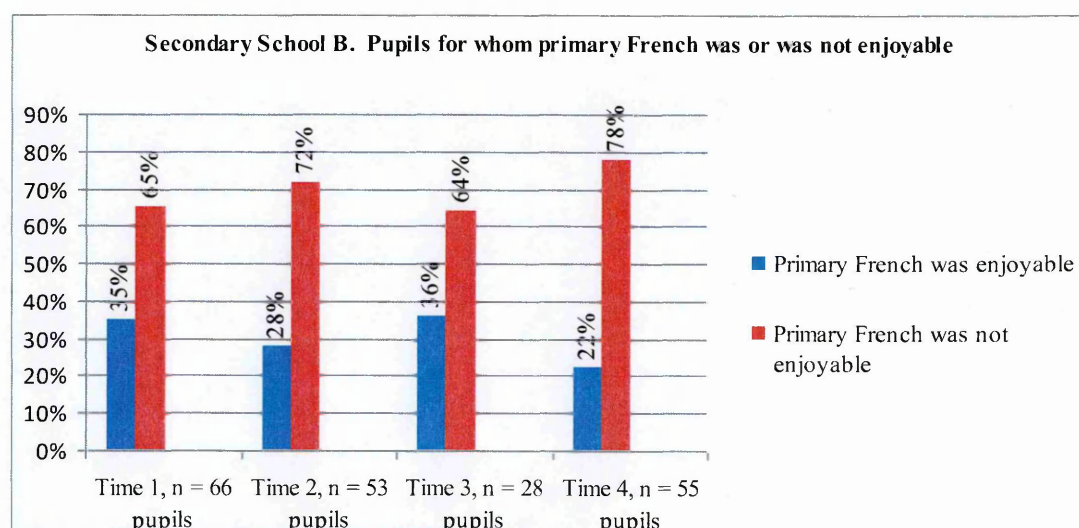


Table 5.13 Secondary School B Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 66	n = 53	n = 28	n = 55
Total number of pupils who replied 'Yes'	n = 23	n = 15	n = 10	n = 12
Primary school French was enjoyable because				
a) The work was easy	12 (52%)	7 (47%)	6 (60%)	6 (50%)
b) It was fun	9 (39%)	5 (33%)	3 (30%)	3 (25%)
c) We played languages games	2 (9%)	3 (20%)	1 (10%)	3 (25%)
Total number of pupils who replied 'No'	n = 43	n = 38	n = 18	n = 43
Primary school French was not enjoyable because				
a) It was boring	39 (91%)	33 (87%)	15 (83%)	37 (86%)
b) The vocabulary was not challenging enough	4 (9%)	5 (13%)	3 (17%)	6 (14%)

At Secondary School B Figure 5.6 and Table 5.13 provide answers which were similar to those obtained from Secondary School A. Modern Languages games were cited at Secondary School B, however, as one of the keys to making lessons more enjoyable than at primary school yet they had claimed not to have enjoyed primary French.

A further hypothesis was that the pupils possibly preferred the experience of primary French to that of secondary French. (See Appendix 10, question 15). Figures 5.7 and 5.8 provide an overview, also from Time 1 to Time 4, of whether the pupils preferred French at primary or secondary school. Tables 5.14 and 5.15 explain the pupils' responses in more detail.

Figure 5.7

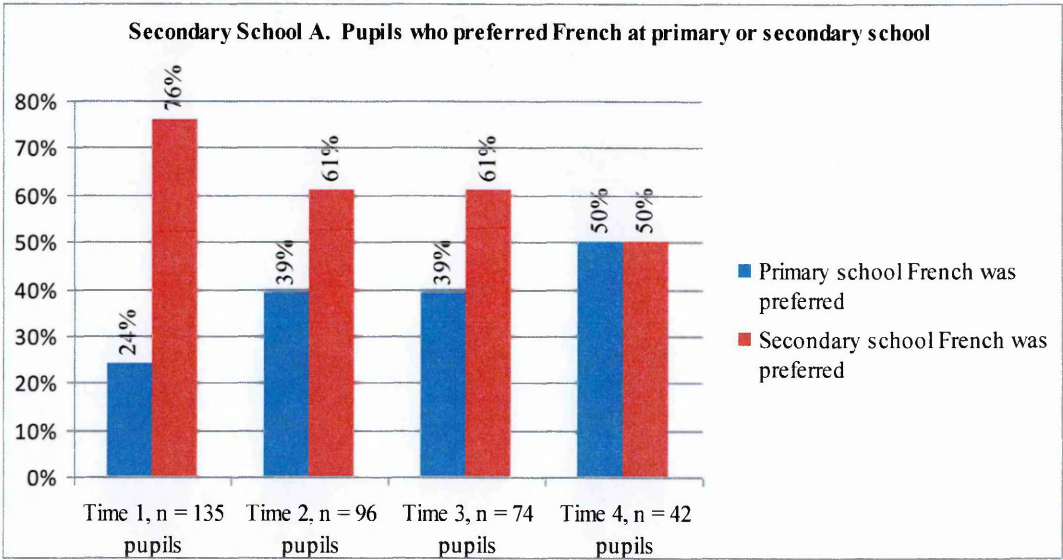


Table 5.14 Secondary School A Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 135	n = 96	n = 74	n = 42
Total number of pupils who preferred French at primary school	n = 33	n = 37	n = 29	n = 21
I preferred French at primary school because				
a) The lessons are more fun	19 (58%)	23 (62%)	16 (55%)	10 (48%)
b) I could work with my friends	8 (24%)	8 (22%)	5 (17%)	6 (29%)
c) We could play games	6 (18%)	6 (16%)	8 (28%)	5 (24%)
Total number of pupils who preferred French at secondary school	n = 102	n = 59	n = 45	n = 22
I preferred French at secondary school because				
a) The lessons are more interesting	32 (31%)	17 (29%)	13 (29%)	7 (32%)
b) The lessons are more challenging	59 (58%)	26 (44%)	30 (67%)	11 (50%)
c) The work is easier to understand	11 (11%)	18 (31%)	3 (7%)	4 (18%)

Qualitative comments from Secondary School A (Table 5.14) show that amongst the pupils who had studied French at primary school, there is no doubt that there was a preference for learning French at secondary school. Although the number of questionnaires completed at Time 4 was far lower, by then the clear preference for secondary French had disappeared and the numbers of pupils who preferred primary or secondary school French were evenly divided.

Figure 5.8

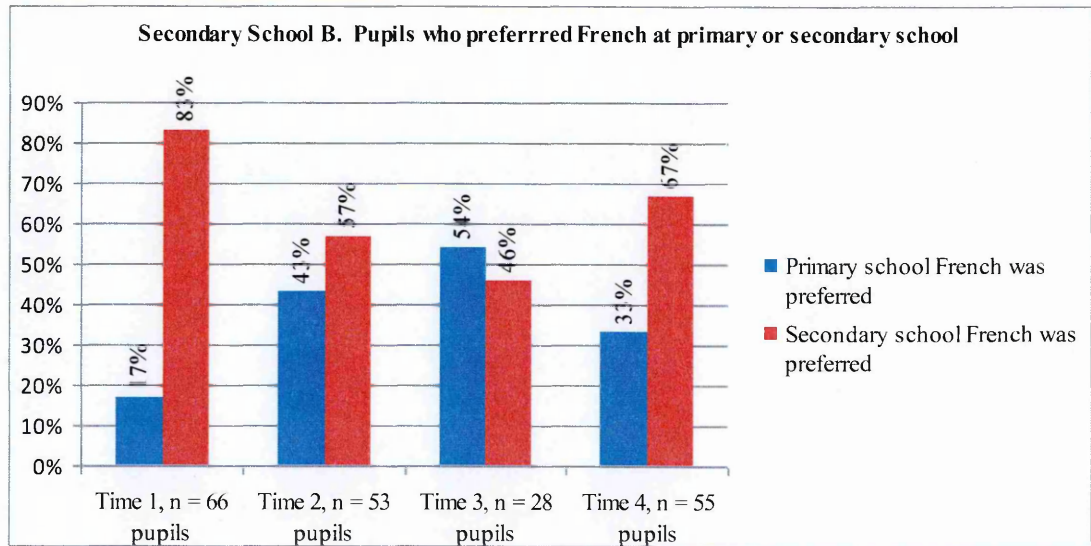


Table 5.15 Secondary School B Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 66	n = 53	n = 28	n = 55
Total number of pupils who preferred French at primary school	n = 11	n = 23	n = 15	n = 18
I preferred French at primary school because				
a) There are less writing tasks	6 (55%)	9 (39%)	6 (40%)	7 (39%)
b) Flashcards are used in the lessons	3 (27%)	9 (39%)	6 (40%)	8 (44%)
c) The tasks are easy	4 (36%)	6 (26%)	3 (20%)	4 (22%)
Total number of pupils who preferred French at secondary school	n = 55	n = 30	n = 13	n = 37
I prefer French at secondary school because				
a) The lessons are more challenging	33 (60%)	17 (57%)	8 (62%)	21 (57%)
b) Lessons are not just made up of games at secondary school	18 (33%)	9 (30%)	4 (31%)	12 (32%)
c) Topics not understood at primary school are explained better at secondary school	4 (7%)	4 (13%)	2 (15%)	5 (14%)

At Secondary School B, Table 5.15 shows that apart from Time 3, where the figures are almost evenly divided, the pupils preferred studying French at secondary school. Although lessons at secondary school were described as more challenging by the pupils, they seemed

to appreciate lessons which were well explained and which did not over-emphasise playing Modern Languages games. As Table 5.15 also shows, at Secondary School B the reasons for a preference for French at primary school differ from those given at Secondary School A, (shown in Table 5.14). This might be due to the fact that the pupils at Secondary School A and Secondary School B went to primary schools in different catchment areas.

5.2.3 Integrative Motivation – Key Stage 3

Given the age of the pupils taking part in the research the question, ‘Would you like to live in France or another country which speaks French?’ (Appendix 10 question 16) was as close to integrative motivation as was appropriate to ask young children. Figure 5.9, Figure 5.10 show the responses of the pupils – with and without primary French – at Secondary School A and Secondary School B from Time 1 to Time 4 who would live in a Francophone country. Table 5.16 to Table 5.19 provide the general opinions.

Figure 5.9

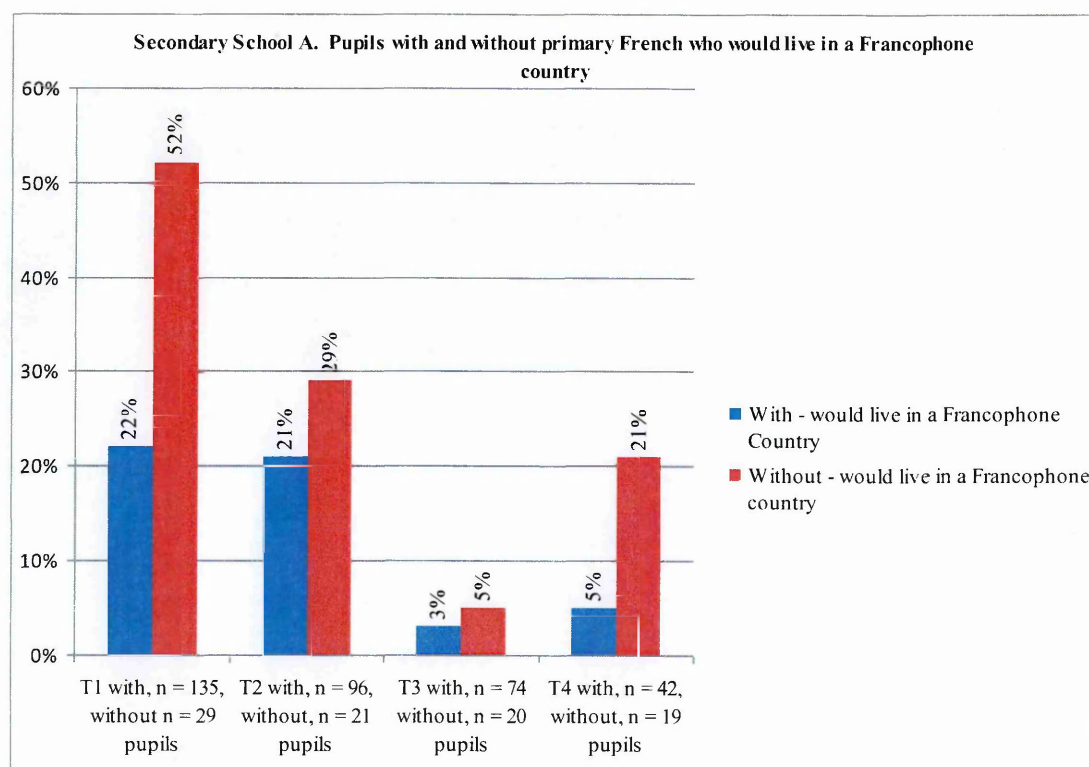


Table 5.16 Secondary School A Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 135	n = 96	n = 74	n = 42
Total number of pupils who replied yes to living in a Francophone country	n = 29	n = 20	n = 2	n = 2
I would live in a Francophone country				
a) I would like to work in France	1 (3%)	1 (5%)	1 (50%)	1 (50%)
b) France is a beautiful country	3 (10%)	4 (20%)	0 (0%)	0 (0%)
c) I like France	25 (86%)	16 (80%)	1 (50%)	1 (50%)
Total number of pupils who would not live in a Francophone country	n = 106	n = 76	n = 72	n = 40
I would not live in a Francophone country				
a) I do not like French	12 (11%)	13 (17%)	11 (15%)	5 (13%)
b) I want to stay in England	56 (53%)	40 (53%)	35 (49%)	17 (43%)
c) I do not like French people	33 (31%)	18 (24%)	19 (26%)	12 (30%)
d) I cannot speak French	6 (6%)	7 (9%)	8 (11%)	6 (15%)

Table 5.17 Secondary School A Pupils Without Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 29	n = 21	n = 20	n = 19
Total number of pupils who replied yes to living in a Francophone country	n = 15	n = 6	n = 1	n = 4
I would live in a Francophone country				
a) I would like to work in France	1 (7%)	1 (17%)	0 (0%)	1 (25%)
b) The weather in France is better	3 (20%)	0 (0%)	0 (0%)	0 (0%)
c) I like France	11 (73%)	6(100%)	1(100%)	4(100%)
Total number of pupils who would not live in a Francophone country	n = 14	n = 15	n = 19	n = 15
I would not live in a Francophone country				
a) I will never be able to learn to speak French fluently	2 (14%)	1 (7%)	1 (5%)	1 (7%)
b) I do not like the food	3 (21%)	3 (20%)	3 (16%)	3 (20%)
c) I want to stay in England	9 (64%)	10 (67%)	14 (74%)	10 (67%)
d) I want to stay with my family	2 (14%)	2 (13%)	2 (11%)	2 (13%)

During Time 3 at Secondary School A (Figure 5.9) the pupils without primary school French were almost evenly divided when they expressed their opinion; 15 out of 29 (52%) stated that they would live in a Francophone country and 14 out of 29 (48%) said they would not. Interestingly, by Time 4 the pupils' opinions had changed: 4 out of 19 (21%) said they would live in a French-speaking country but 15 out of 19 (79%) would no longer do so. Furthermore, throughout Time 1 to Time 4 the pupils who had studied French at primary school expressed a dislike for French food.

At Secondary School A, although few in number, it should be noted that there were at least two pupils (one with and one without primary school French) who would be willing to work in a French-speaking country. However, that it cannot be assumed that on both occasions the response came from the same pupil because the questionnaires were completed anonymously.

Generally, the biggest proportion of pupils with and without primary school French do not want to leave England (to go to a Francophone country) and that proportion remained the same throughout Year 7 and Year 8. At the start of Year 7 there were slightly more pupils (52%) without primary French who would consider living in a Francophone country.

Both the pupils with and without primary school French seemed to indicate an unwillingness to learn more about the culture; unfortunately, approximately a quarter of the pupils with primary school French from Time 1 to Time 4 stated that they did not like the people and approximately half of all the respondents prefer to stay in England.

Figure 5.10

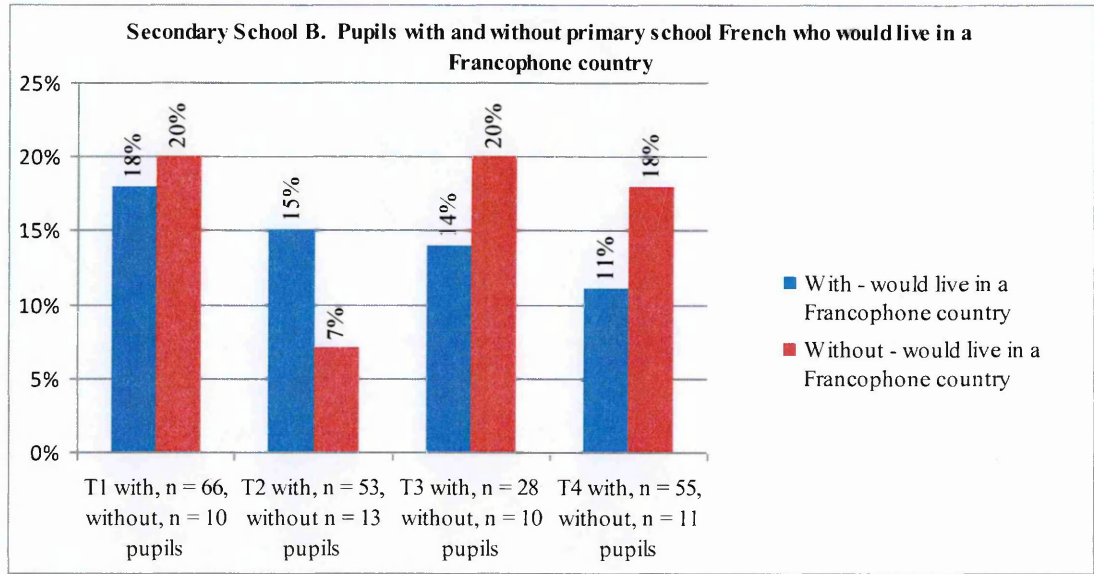


Table 5.18 Secondary School B Pupils With Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 66	n = 53	n = 28	n = 55
Total number of pupils who replied yes to living in a Francophone country	n = 12	n = 8	n = 4	n = 6
I would live in a Francophone country				
a) I would like to know more about the culture and lifestyle	2 (17%)	1 (13%)	1 (25%)	2 (33%)
b) I like France	9 (75%)	5 (63%)	2 (50%)	4 (67%)
c) I want to run a business in France	1 (8%)	1 (13%)	1 (25%)	0 (0%)
d) I would like to work in France	1 (8%)	1 (13%)	1 (25%)	1 (17%)
Total number of pupils who would not live in a Francophone country	n = 54	n = 46	n = 24	n = 49
I would not live in a Francophone country				
a) I will never be able to learn to speak French fluently	4 (7%)	4 (9%)	3 (13%)	4 (8%)
b) I do not like the food	7 (13%)	8 (17%)	8 (33%)	7 (14%)
c) I want to stay in England	41 (76%)	32 (70%)	11 (46%)	36 (73%)
c) I want to stay with my family	3 (6%)	3 (7%)	2 (8%)	3 (6%)

Table 5.19 Secondary School B Pupils Without Primary French

	Time 1	Time 2	Time 3	Time 4
Total number of pupils from whom the questionnaires were collected	n = 10	n = 13	n = 10	n = 11
Total number of pupils who replied 'Yes'	n = 2	n = 1	n = 2	n = 2
I would live in a Francophone country				
a) I would like to work in France	1 (50%)	1 (100%)	1 (50%)	1 (50%)
b) I like France	1 (50%)	0 (0%)	1 (50%)	1 (50%)
Total number of pupils who would not live in a Francophone country	n = 8	n = 12	n = 8	n = 9
I would not live in a Francophone country				
a) I will never be able to learn to speak French fluently	2 (25%)	2 (17%)	2 (25%)	2 (22%)
b) I do not like the food	1 (13%)	1 (8%)	1 (13%)	1 (11%)
c) I want to stay in England	5 (63%)	7 (58%)	5 (63%)	5 (56%)
c) I want to stay with my family	1 (13%)	2 (17%)	1 (13%)	1 (11%)

Unlike the replies from Secondary School A, the replies obtained from Secondary School B (Figure 5.10), resulted in numbers which remained relatively constant throughout Time 1 to Time 4. At Time 1, 54 pupils out of 66 (82%) with primary school French and 8 pupils out of 10 (80%) without, would not live in a Francophone country. By Time 4, 49 pupils

out of 55 (89%) with primary school French and 9 out of 11 (82%) without expressed the same opinion. Moreover, despite not liking French food, more pupils without primary school French would consider living in a Francophone country, which replicates the findings at Secondary School A.

From Time 1 to Time 3, one pupil with primary French stated that he or she would like to run a business in France, although the type of business was not stated. It is possible that the same pupil expressed that wish because at Time 4 the proportion of pupils wishing to run his or her own business was 0%.

5.3 Secondary School Teachers' Responses to Modern Languages Key Stage 2 to Key Stage 3 Transition

In order to respect the teachers' workload, it was agreed that apart from the Heads of Modern Languages at Secondary School A and Secondary School B, the language teachers would complete a questionnaire. Their replies are provided in Appendix 22. Instead of completing a questionnaire, the Head of Modern Languages at each Secondary School was interviewed. Their replies are provided in section 6.4.

There were not many areas about which the six teachers (three at Secondary School A and three at Secondary School B) agreed. The following have been highlighted. Even though they did not give the same reasons, all the teachers believed that every pupil should learn a Modern Language at primary school. Despite recognising the advantages and disadvantages of doing so, all the teachers also stated that upon arriving at secondary school both the pupils with and without primary school French should be in the same class.

All those teachers did not agree, however, that every pupil should learn a language at secondary school. According to one of the teachers at Secondary School A, for example, some of the pupils cannot cope with having to obtain good exam results; those pupils struggle so it is better for them to concentrate on getting good literacy and numeracy skills.

The reply to question 9 (Appendix 22) was particularly important. Apart from one of the teachers at Secondary School A they believed that pupils attain the same academic level by the end of Year 8. (As mentioned in the terminology, in Years 7 to 9 pupils' progress is measured by levels and not grades).

Two out of three teachers at both Secondary School A and Secondary School B believe that Key Stage 2 pupils are well-prepared for learning French at Key Stage 3. One out of three teachers at both Secondary Schools found that many of their pupils are not ready to access the Modern Languages Curriculum when they arrive at secondary school, which could be problematic when one considers the changes due to take place in September 2014.

As mentioned in the introduction to this chapter, the pupils who took part in the research at Secondary Schools A and B are not the same ones who went to the primary schools in this research. However, in order to gain some understanding about the secondary pupils' attitude towards French at Key Stage 2 and Key Stage 3 after they have left primary school, data was collected from two other nearby primaries, Primary School 1 and Primary School 2. Section 5.3 below reports the findings from the pupils and teachers at Primary School 1 and Primary School 2.

5.4 Findings from Primary School 1 and Primary School 2

5.4.1 General Attitude and Motivation

The data by questionnaire (Appendix 11) from Primary School 1 and Primary School 2 were collected during Time 3 (at the start of Year 8). It was useful to compare the attitudes of the pupils at Secondary Schools A and B (Appendix 10 question 8) at Time 3 towards French to the attitudes of the pupils at Primary School 1 and Primary School 2. That comparison is shown in Table 5.20.

Table 5.20 Comparing the Attitudes of the Pupils Towards Studying French at Primary School at Time 3

	School A n = 74	School B n = 28	Primary School 1 Year 6 (n=33)	Primary School 2 Year 5 (n=20)	Primary School 2 Year 6 (n=28)
	Of those who studied French at Primary School.	Of those who studied French at Primary School			
Preferred Primary School French	39%	54%			
The lessons are fun			49%	70%	86%
The lessons are interesting			46%	90%	68%

At Secondary Schools A and B, and at Primary School 1, approximately half of the pupils expressed a negative attitude towards French. At Primary School 2 in both Years 5 and 6 the pupils were more positive. The data collected from Primary Schools 1 and 2 were both obtained from Primary Schools with a similar social class. The results shown in Table 5.20 seem to suggest therefore that the pupils' attitudes might be shaped by their experience of Modern Language learning at each of their Primary Schools.

A breakdown of the results by questionnaire (Appendix 11, questions 4-9) from Primary School 1 (Year 6) and Primary School 2 (Years 5 and 6) is given below. Figures 5.11 and 5.12 indicate the opinion which the pupils have about French.

Figure 5.11

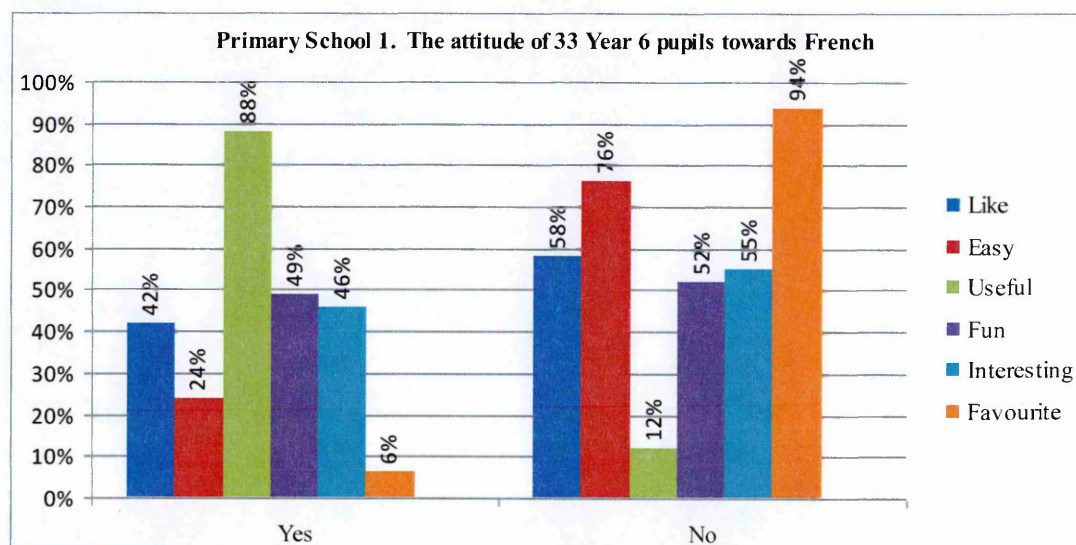
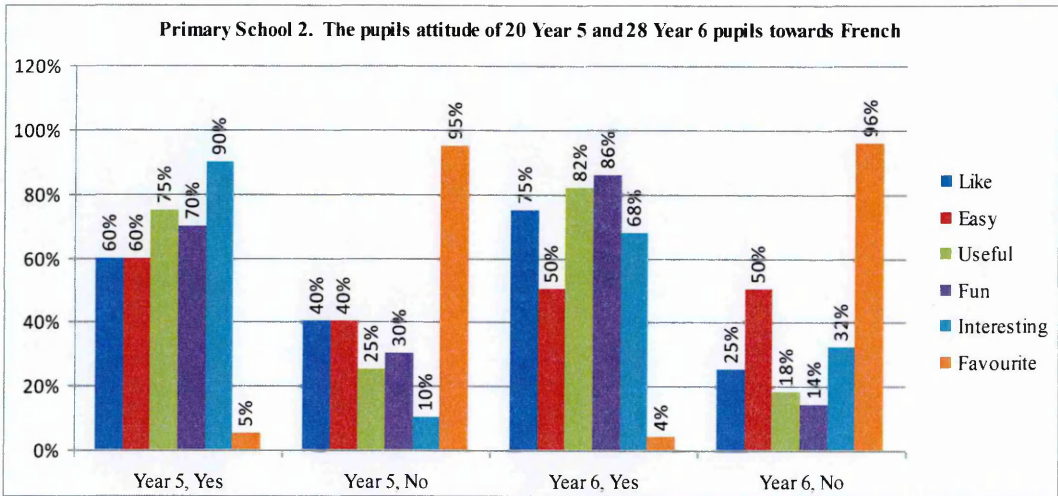


Figure 5.11 shows that although the majority of the pupils believed that French was useful this did not necessarily mean that they liked it or found it easy. In fact 31 out of 33 (94%) of the pupils stated very strongly that it was not their favourite subject; nonetheless, their opinion was almost evenly divided over whether French was fun or interesting.

Figure 5.12



The results obtained from Primary School 2 show similarities with those obtained from Primary School 1. Figure 5.12 shows that in Year 5 and Year 6, for 95% and 96%, respectively, French is not the pupils' favourite subject. However, 75% in Year 5 and 82% in Year 6 believed, nonetheless, that it is useful.

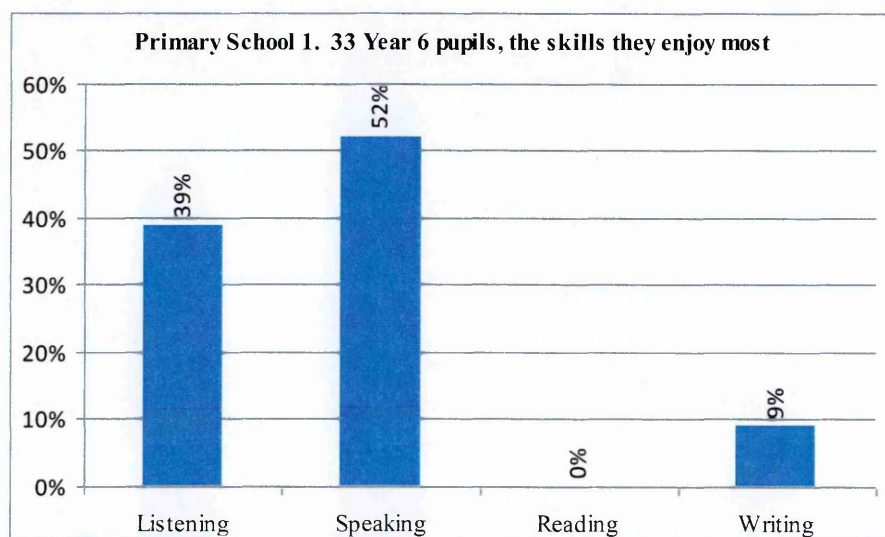
At Primary School 2 the pupils appeared to be more positive about the content of their lessons. In Year 5, 70% found the lessons fun and 90% believed they were interesting. Those figures were similar in Year 6; 86% found the lessons fun and 68% found them interesting.

Although the number who found French interesting in Year 6 was less than that in Year 5, this is still more positive than the 46% with the same opinion at Primary School 1, the 39% at Secondary School A, and the 52% at Secondary School B.

The Four Skills – Listening, Reading, Writing and Reading

The pupils were asked to indicate which of the four skills they preferred. Figures 5.13 and 5.14 provide the pupils' attitudes towards the four skills.

Figure 5.13

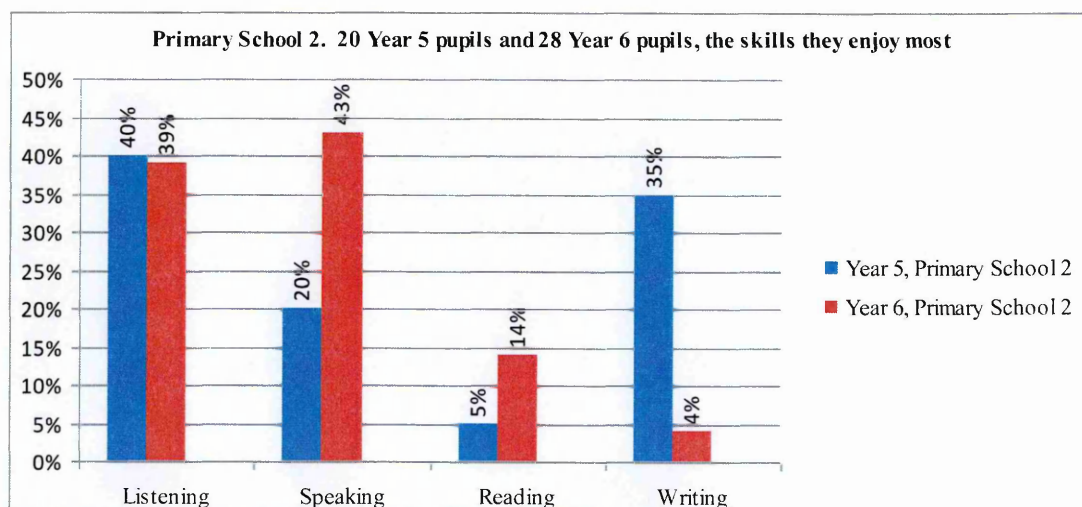


The writing skill as a question had been included on the questionnaire. (Appendix 11, questions 10 and 15). Although not many, pupils from some of the primary schools came to the Modern Languages taster sessions, at the secondary school¹⁴ in which I worked, with some experience of how to write short sentences in French.

From the replies to the questionnaires (Appendix 11, question 10) there was evidence that at Primary School 1 the Year 6 pupils preferred to practise speaking French. Although only 9% showed a preference for the writing skill, nobody enjoyed reading in French. Unfortunately, the pupils at this school were not interviewed or observed; consequently, it is not possible to provide further evidence to explain the reasons why.

¹⁴ Secondary School X. See section 3.5.2.

Figure 5.14



At Primary School 2 there were some similarities with Primary School 1. In both schools approximately 39% of the pupils stated that they enjoyed listening to French. In Year 6 in the two schools, speaking French was also popular.

There was a marked difference between the pupils' attitude towards writing in French at Primary School 2; in Year 5, 35% of the pupils liked writing, in Year 6 that figure decreases to only 4%.

Questions 11 and 12 (Appendix 11) asked the pupils to give their opinion about reading in French. Textbooks are not used, therefore the reading skill was obtained through worksheets created by their teachers and tasks completed when they used the computer. At both primary schools the pupils had the opportunity to practise French by playing computer games. The pupils at Primary School 2, however, were more positive about the contribution which the computer games made to their lessons. At Primary School 1, 33%

of the pupils agreed that computer games were useful. At Primary School 2, 65% of the Year 5 pupils and 100% of those in Year 6 gave the same reply.

Questions 14 (Appendix 11) was included to find out whether the pupils had learned how to ask questions in French. The pupils' response was very positive at both primary schools. At Primary School 1, 79% replied in the affirmative. At Primary School 1, all of the pupils in year 5 and 96% in Year 6 replied yes.

Table 5.21 provides further details from the pupils' perspective about their lessons. (See Appendix 11, questions 16, 17, 23 and 24).

Table 5.21 Primary School 1 Year 6

	Raw figures	Percentages
In French lessons I learn how to say		
a) colours	32	97
b) animals	19	58
c) numbers 1 – 100	7	21
d) how old I am	30	91
e) where I live	16	48
f) the alphabet	11	33
In French lessons I learn how to spell		
a) colours	28	85
b) animals	12	36
c) numbers 1 – 100	9	27
d) how old I am	12	36
e) where I live	12	36
I like French because it is		
a) fun	7	21
b) I work with other pupils	2	6
I do not like French because it is		
a) boring	3	9
b) difficult	15	45

From Table 5.21 it is possible to see that the topics which the pupils learned were rather limited. Perhaps the most important feature to note is the data regarding the speaking skill obtained from both Primary School 1 and Primary School 2. At both Primary Schools the pupils in Year 6 enjoyed speaking the most. Figure 5.13 shows that at Primary School 1, 52% enjoyed speaking. Figure 5.14 shows that at Primary School 2, 43% enjoyed speaking.

The difference in the emphasis placed on spelling in French, however, was not the same.

At Primary School 1, most of the emphasis was placed on learning how to spell the colours in French.

Table 5.22 shows how the figures obtained from Primary School 2 compare with those from Primary School 1 in Table 5.21 above.

Table 5.22 Primary School 2 Year 5 and 6

	Year 5		Year 6	
	Raw Figures	Percentages	Raw Figures	Percentages
In French lessons I learn how to say				
a) colours	20	100	29	100
b) animals	17	85	22	79
c) numbers 1 – 100	10	50	27	96
d) how old I am	10	50	28	100
e) where I live	2	10	7	25
f) the alphabet	2	10	9	32
In French lessons I learn how to spell				
a) colours	15	75	28	100
b) animals	11	55	11	39
c) numbers 1 – 100	5	25	17	61
d) how old I am	8	40	19	68
e) where I live	2	10	4	14
I like French because it is				
a) fun	5	25	10	36
b) I work with other pupils	3	15	2	7
I do not like French because it is				
a) boring	5	25	11	39
b) difficult	7	35	3	11

The data obtained show that in Year 6, the emphasis given to the topics about which the questions asked were similar during their oral work. Spelling in Primary School 1 in French, however, seemed to be less important, apart from having learned how to spell the colours. Although the percentage of those in Year 6 who did not like French was similar in both Primary Schools; far more found French boring at Primary School 2 than they did at Primary School 1.

At Primary School 2 in Year 5 more emphasis was placed on speaking than on spelling in French. 60% of the Year 5 pupils at Primary School 2 did not like French; the pupils' opinion, however, was more evenly split about whether they found French boring or difficult.

5.4.2 Integrative Motivation – Key Stage 2

In the literature review (section 2.1) I have stated that Gardner and Lambert (1959) highlighted the need for a positive attitude towards the foreign culture (integrative motivation) in order to learn a Modern Language successfully. Questions 20 to 22 were included on the questionnaire (Appendix 11) in order to obtain a sense of the pupils' attitude towards the foreign culture. Figure 5.16 and Figure 5.17 provide those results.

Figure 5.16

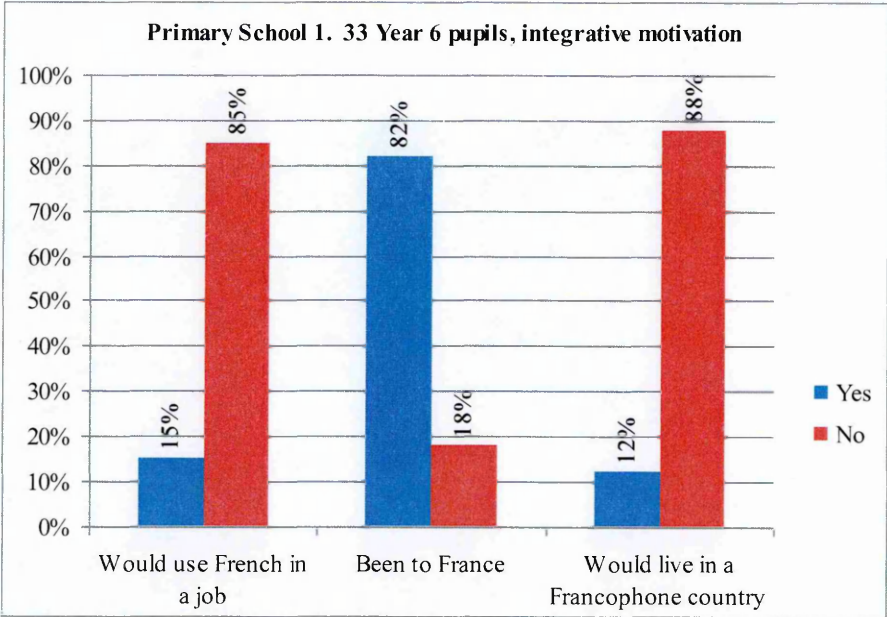
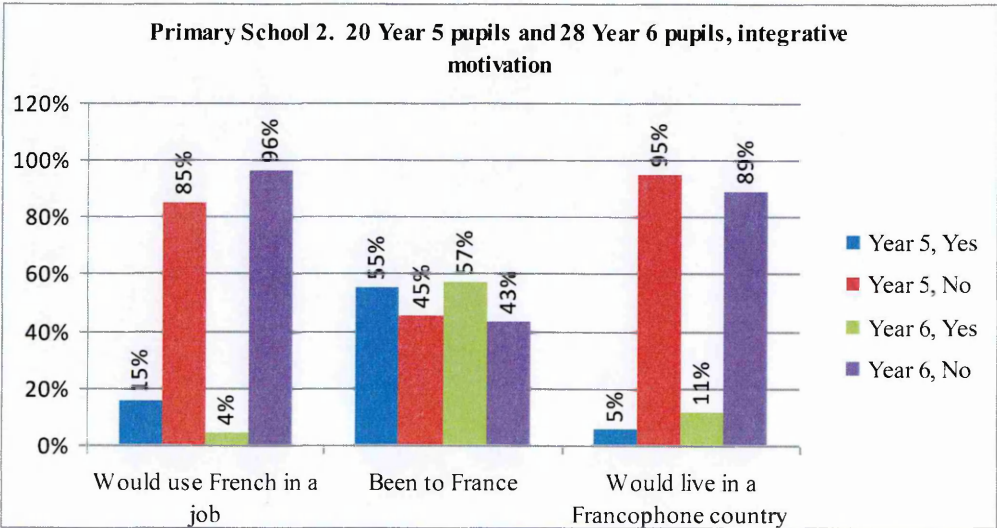


Figure 5.17



From the results above it would seem that whether they like French or not, and whether they have been to France or not, the majority of pupils in both Primary school 1 and

Primary school 2 are not eager to establish firm contact with the French culture.

Furthermore, whilst 82% of pupils have been to France at Primary School 1, only approximately 56% of Primary School 2 pupils have done the same; these findings were similar for the pupils in Year 5 and Year 6.

5.5 The Teachers' Responses to the Questionnaire at Primary School 2

The questionnaire (Appendix 13) was completed by the class teacher and Modern Languages Coordinator at Primary School 2. Both teachers agreed that pupils should learn a language at primary school but they also believed that Key Stage 2 pupils are not well-prepared for the transition to Key Stage 3. The pupils' ability to write in French was highlighted as a weakness and their strength as playing Modern Languages games. Most of the teaching resources were created by the class teacher. Both teachers who completed the questionnaire at Primary School 2 stated that the Year 5 pupils engaged in more pair-work than those pupils in Year 6; a response which replicated that made by the class teacher at Primary School 1. See Appendix 18. The class teacher also used the French course *Rigolo Primary French* (Harper, 2006). Modern Languages computer software programmes *Boardworks* and *PB Works* were also used. The pupils' attitude towards French, their level of motivation and performance in the lessons were not formally assessed. The pupils' level of participation in the class was used to carry out regular informal assessments of their progress in the four skills.

5.6 Non-Participant Observations

5.6.1 *The Pupils’ Attainment Levels With and Without Primary School French at Secondary School A and Secondary School B*

Table 5.23 to Table 5.26 gives the pseudonyms of the pupils who formed the focus groups for the main research. These names are also used for the observations and semi-structured interviews. (See Appendices 17, 14 and 15). Table 5.23 to 5.26 also show the Attainment Levels¹⁵ the pupils achieved. Their Levels have also been compared to the highest Level achieved in their classes. (See the Terminology which explains the meaning of the Levels).

Table 5.23 Secondary School A. Their Allocated Groups and Levels

Pseudonyms of pupils with Primary French	Ability group Year 7	Pupils’ Level Year 7	Highest Level achieved in class	Ability group Year 8	Pupils’ Level Year 8	Highest Level achieved in class
Lucas	Mixed (i)	5b	5b	2	5b	4a
Serena	Mixed (i)	4a	5b	1	5a	5a
Jerome	Mixed (ii)	4a	4c	1	5c	5c
Martin	Mixed (i)	2a	5b	1	5c	5c
Donald	Mixed (ii)	2a	4c	1	4c	5c
Carolina	Mixed (ii)	3b	4c	3	3a	2a
Troy	Mixed (i)	Below Level 1	5b	3	2c	2a

¹⁵ Attainment Levels: henceforth Levels.

Table 5.24 Secondary School A. Their Allocated Groups and Levels

Pseudonyms of pupils without Primary French	Ability group Year 7	Pupils' Level Year 7	Highest Level achieved in class	Ability group Year 8	Pupils' Level Year 8	Highest Level achieved in class
Sheila	Mixed (i) ¹⁶	2a	5b	2	3a	4a
Eden	Mixed (ii)	4a	4c	2	5b	4a
Riley	Mixed (ii)	3a	4c	1	4a	5c
Albert	Mixed (i)	1a	5b	2	3c	4a
Olive	Mixed (i)	3b	5b	1	5b	5b
Arthur	Mixed (ii)	4c	4c	2	4a	4a

Table 5.25 Secondary School B. Their Allocated Groups and Levels

Pseudonyms of pupils with Primary French	Ability group Year 7	Pupils' Level Year 7	Highest Level achieved in class	Ability group Year 8	Pupils' Level Year 8	Highest Level achieved in class
Glenis	1	4b	4b	1	5c	5c
Tyrone	1	4b	4b	1	5c	5c
Mike	1	4c	4c	1	4a	5c
Geraldine	1	4c	4b	1	4a	5c
Vera	2	4c	4b	1	4b	5c
Lorna	2	4c	4c	1	4a	5c
Ruth	2	4b	4c	1	5c	6c
Mary	3	3a	4c	2	4b	4b
Wilfred	3	3c	3c	3	3a	3a
Agnes	3	3c	3b	3	3a	4b

Table 5.26 Secondary School B. Their Allocated Groups and Levels

Pseudonyms of pupils without Primary French	Ability group Year 7	Pupils' Level Year 7	Highest Level achieved in class	Ability group Year 8	Pupils' Level Year 8	Highest Level achieved in class
Kevin	1	4b	4b	1	6c	6c
Poppy	1	4b	4b	1	5c	5c
Larry	2	4c	4c	1	5c	5c
Victor	2	4c	4c	1	4a	5c
Max	2	4c	4b	1	4a	5c
Ricky	3	3c	4c	2	4b	4b

¹⁶ Mixed (i), Mixed (ii) and Mixed (iii) indicates that they are three different mixed-ability groups.

In Years 7 and 8 all the pupils worked through the topics in the French textbook *Studio*¹⁷ (Bell and McLachlan, 2010). At the end of each topic (which lasted approximately six weeks) the pupils at both Secondary Schools A and B took an exam. The exam papers, called *Contrôle*¹⁸, examine the pupils' listening, speaking, reading and writing skills in French. The exam papers are marked by the pupils' class teachers. The result which the pupils achieved in the exams determine each pupil's Level.

The data in Tables 5.23 to 5.26 show the Levels the pupils, which formed the focus group, attained at the end of Years 7 and 8. In order to see the difference in attainment between the pupils, with and without primary French, the Levels have been included for both cohorts.

Table 5.23 and Table 5.24 show that at Secondary School A there is a difference in attainment between the pupils with and without primary school French. In Year 7 four out of seven (57%) pupils with primary French, and four out of six (66%) of those without that experience achieved Level 3 and above. Lucas was the only pupil who achieved Level 5. Unfortunately, (as explained by Lucas' class teacher) a constant lack of focus and resulting poor behaviour resulted in Lucas being placed in set 2, instead of set 1, in Year 8. In Year 8, the proportion was six out of seven (86%) and (100%) respectively. Unfortunately, Troy had underperformed from Time 1 to Time 4. However, the gap in achievement, at Level 5, between the two cohorts is more acute. Four out of seven pupils (57%) with

¹⁷ In Year 7 the pupils use *Studio*. In Year 8 the pupils in ability group 1 and ability group 2 use *Studio 2Rouge*. The pupils in ability group 3 use *Studio 2 Vert*.

¹⁸ The *Contrôle* exam papers are a part of *Studio Assessment Pack* (Pearson Education, 2010).

primary French and two out of six (33%) pupils without that experience attained Level 5c in Year 8.

Table 5.25 and Table 5.26 show that the findings at Secondary School B were unlike the findings obtained from Secondary School A. In Year 7 and Year 8, 100% of the pupils, with and without primary French, achieved Level 3 and above. Moreover, in Year 8 the pupils without primary French continued to perform as well as those with primary French. Three out of ten (30%) pupils with primary French, and two out of six (33%) without primary French achieved Level 5c.

When looking at the findings from the two schools perhaps it is necessary to bear in mind, as shown in section 4, Table 4.2, that Secondary Schools A and B are not only 30 miles apart but they also lie in different social areas. It may be possible to conclude therefore that the pupils at Secondary School B performed better because the pupils are from a more affluent area.

Observations at Secondary School A, Secondary School B and Primary School 2 served to provide comparisons between actual practice and the opinions expressed by the pupils and teachers. At all the schools each observed lesson lasted one hour. In order to analyse the data, recurrent themes were identified and used to define the categories. This allowed me to take into account my research questions, the literature review and the data itself. It also made it easier for me to decide how to present the findings.

Table 5.27 shows the categories used. A brief summary has been given to explain the categories used in order to help the reader make sense of the findings.

Table 5.27 The terms used whilst analysing the data during the Observation at Secondary School A, Secondary School B and Primary School 2

Categories Used	A brief overview of each expression
Teacher Scaffolding	Techniques used by the teacher to help improve learning and understanding, for example, elicitations, re-capping and repetitions and feedback.
Peer Scaffolding	The processes used to help pupils build upon their knowledge as they work together.
Extrinsic Motivation	The pupils may feel resistant to the task they are asked to do and thus complete it without genuine involvement.
Intrinsic Motivation	The pupils are willing to engage in the task without constantly being asked to do so.
Tasks	The tasks the pupils were asked to undertake during the lesson.
Resources	The materials used in the lessons.

The findings obtained during the observations at Secondary Schools A and B, for those pupils with and without primary school French, are discussed below in section 5.6.2. The findings of the observations carried out at Primary School 2 are discussed in section 5.6.3. (See Tables 5.23 to 5.26 for a list of the pupils and the classes to which they belonged).

5.6.2 Secondary School Observations

In order to compare the activities of those with and without primary school French, the first names of those pupils who formed the focus group for the interviews were recorded on my observation sheet. As a result, I could observe how they performed in relation to the rest of the class. I would be able thereafter to compare their interaction in the lessons with their responses during the semi-structured interviews and with their end of Year examination Levels. (See Tables 5.23 to 5.26 in section 5.5.1).

During Time 1 at Secondary Schools A and B, I was given the names of the pupils who would form the focus groups. The teachers were able to identify the pupils with and without primary French and include only those who had returned letters (Appendix 3) from their parents which would allow them to be recorded during the interviews. I was also shown during each lesson where those pupils were seated. As a result, I was able to see how they performed at each of Times 1, 2, 3 and 4¹⁹. The pupils' names were recorded on each of the first observation sheets pertaining to each class. Thereafter the pupils were given pseudonyms which were carefully checked to make sure the pupils' end of year Levels²⁰, their performance observed and their opinions expressed during the interviews were attributed correctly to each pupil.

Five observations were carried out at Secondary School A across Time 1, 2 and 4. At Secondary School B, eight observations were undertaken from Time 1 to Time 4. The classes, which included pupils in all the ability groups (see sections 4.2.1 and 4.2.12) were observed, as stated in the research questions (see section 2.4.6), to see if there was any difference in performance and behaviour in the lessons between those with and without primary French, thus providing a general assessment of their attitude and motivation towards learning French following their transition from Key Stage 2 to Key Stage 3. The general hypothesis underpinning Government policy would seem to suggest that the pupils with primary school French should achieve higher academic Levels than the pupils without primary French.

¹⁹ Time 1 and 2 refer to the start and end of Year 7. Time 3 and Time 4 refer to the start and end of Year 8.

²⁰ Attainment Levels. See the terminology.

At both Secondary Schools A and B all the lessons were almost entirely devoted to didactic teaching and rote-learning. Peer scaffolding through pair-work and group-work although limited (particularly at Secondary School A) was included. There was also evidence of teacher scaffolding to help the pupils access the language, help understanding of the grammar points and perhaps help to foster a positive attitude towards French.

There was also evidence at both Secondary Schools A and B that the pupils were being encouraged to learn more about French History and Culture during Time 2 at Secondary School A and, during Time 3 at Secondary School B.

In all of the lessons observed at both Secondary Schools, there were pupils, with and without primary French, who responded positively to the tasks which they carried out in the lesson, possibly due in part to effective teacher scaffolding. The number of pupils' hands which were raised in each lesson and pupils calling out, 'Pick me, pick me', in some lessons gave an indication of whether the pupils were willing to engage with a positive attitude in the lesson.

Nonetheless, there were also pupils, both with and without primary French, who showed clear signs of their disengagement with the lesson by either being disruptive or not taking part. By Time 4 some of the pupils' behaviour, in both cohorts, showed that their attitude towards French was no longer as positive as it was during Time 1.

Examples of the pupils' behaviour in the lesson are provided by focusing on the pupils who were also interviewed (in focus groups or individually) for the research. (See Table 5.23 to Table 5.26, section 5.6.1 for the names of the pupils).

General Attitude and Performance at Secondary Schools A and B – Pupils With Primary School French

During the observations at Secondary Schools A and B it was not possible to conclude from the pupils' behaviour and participation in the lessons that the pupils with primary French were more motivated than those without that experience. It was only possible to differentiate between the two cohorts because the names of the pupils due to take part in the focus groups had been provided. In each class there were pupils who found the work easy, such as Lucas (Secondary School A) and others who found the work more challenging, Tyrone (Secondary School B), for example. Moreover, the pupils with primary French seemingly did not compare their experience at Key Stage 3 with their previous experiences at Key Stage 2, in that they never complained in class that the work in which they were engaged had already been covered at primary school.

During Time 1 at Secondary School A, for example, Serena, Jerome, Martin and Lucas raised their hands keenly each time a question was asked. Serena's answers were not always correct; undeterred, with a positive attitude and using her textbook to help her, she finally produced the correct answer, '*J'habite en Angleterre*' ('I live in England') to the question patiently repeated, by her teacher, '*Où habites-tu?*' ('Where do you live?').

Lucas' incessant talking showed that he was not sufficiently focused on his work. At the end of Time 1 Lucas had achieved Level 5b. He had out-performed the other pupils in his

class at Time 1 but he failed to improve further by the end of Time 4 (despite having primary school French). At the end of Time 4 his Level remained at Level 5b.

During Time 4 Serena refused to keep practising the pair-work at her partner's request. As far as Serena was concerned she had completed the task set by her teacher and she was not willing to do anymore. Serena's performance from Time 1 to Time 4, nonetheless, had improved from Level 4a to Level 5a.

From Time 1 to Time 4 Troy, despite having primary school French, was disruptive. He complained that he did not want to do any work. He stated that, 'The work is too hard and boring'. At the end of Time 1 Troy had not achieved an overall Level, and by Time 4 he was placed in ability group 3 and had only achieved Level 2a.

The examples, given above, of the pupils' behaviour at Secondary School A are not intended, however, to give the impression that all the pupils with primary French had become demotivated by Time 4. On the contrary, during Time 4 two pupils, for example, who were seated behind Troy remained focused throughout the lesson. The two pupils used the Modern Languages computer software from Rosetta Stone to complete Level 1 grammar exercises on forming the present tense in French.

At Secondary School B the pupils with primary French appeared, from their behaviour, to be more motivated in most of their lessons, than the pupils at Secondary School A. The Levels of all the pupils at Secondary School B (in the focus groups) observed from Time 1 to Time 4 had improved. During Time 3, for example, I observed as Agnes carried out the

pair-work and successfully completed the oral exam in French. It was clear from her behaviour that Agnes lacked confidence but that she and the majority in the class were willing to do the work. By Time 4 Agnes was more confident and her Level had improved from Level 3c to Level 3a.

Although more motivated at Secondary School B than at Secondary School A, there were pupils with primary French who constantly showed signs of demotivation. By Time 4 Tyrone, for example, was not keeping pace with the class due to poor behaviour (he was often off task) and possibly finding the work difficult. For example, when asked by his teacher what is a verbal phrase, Tyrone incorrectly replied, '*Je joue*' ('I play').

General Attitude and Performance at Secondary Schools A and B – Pupils Without Primary School French

During the observations the pupils without primary French neither compared their performance to those with primary French nor complained about not having studied French at primary school. The pupils' behaviour replicated that of the pupils with primary French; regardless of ability group, some pupils found the tasks set easy and others found the tasks more difficult.

During Time 1 at Secondary School A, for example, the pupils without primary French responded to effective teacher scaffolding. At the start of the lesson, Sheila, for example, was very reluctant to participate but with encouragement and prompting²¹ by her teacher, she finally produced the answer, '*J'ai les cheveux bruns*' ('I have brown hair'). However,

²¹ The teacher repeatedly said, '*J'ai*'. '*J'ai les*' and waited for Sheila to complete the sentence.

by Time 2 Sheila's attitude changed, she remained silent throughout the lesson, despite several attempts by her teacher to encourage her to reply.

On the other hand, Olive exemplifies other pupils, without primary French, who became more positive from Time 2 to Time 4. By Time 4 Olive wanted to do well. When asked at the end of the pair-work by her class teacher 'what level would you give yourself?', Olive proudly stated, 'Level 5', thus unknowingly echoing the Level which she had been awarded by her teacher at the end of Year 8 (she had been awarded Level 5c). At the end of Time 1 she had achieved Level 3b. Unlike Serena and Lucas who had primary school French therefore, the improvement in Olive's Level and behaviour were perhaps indications that there were pupils who, like Olive, were intrinsically motivated to do well in French despite not having studied French at primary school.

In general, the pupils without primary French at Secondary School B appeared to be more motivated than the pupils at Secondary School A. Their behaviour was more positive during both the oral and written tasks undertaken in the lessons.

The observations started at Secondary School B with a lower ability group at Time 1. Milo and Wilson²² were enthusiastic and with possible signs of being intrinsically motivated in this lesson. As a result, when his teacher gave the answer too soon to a question following the pair-work, Wilson called out, 'Oh no, you've ruined it'.

²² Milo and Wilson left the school just before the end of Time 2.

Max, Larry and Kevin were in higher ability groups than Milo and Wilson and they all performed well in their lessons from Time 1 to Time 4. Their behaviour in the lessons seemed to suggest that although they had not studied French at primary school they were willing to engage in the lessons with a positive attitude. Kevin, in particular, seemed to indicate that despite not having studied French at primary school it was possible to achieve a good Level. By Time 4 he had achieved Level 6c.

Ricky, on the other hand, was as enthusiastic as Wilson and Milo during Time 1. During the lesson the teacher threw a stuffed lion whilst asking Ricky, '*Tu aimes l'histoire?*' ('Do you like History?'). With delight on his face, he replied – though not without mistakes - '*Oui, je aime le histoire*' ('Yes, I like History'). By Time 4 Ricky was often off task like several pupils in both his class and the higher ability classes.

From the observations, it was not possible to conclude that following the transition from Key Stage 2 to Key Stage 3, the pupils without primary school French were less motivated than their peers who had studied French at primary school. The examples above have shown that in both cohorts there were pupils some of whom became motivated and others demotivated by Time 4.

5.6.3 Primary School Observations

Year 5 at Primary School 2 was observed during Time 3 (in January 2012). The six pupils who had been chosen as part of my focus group were present. The teacher's resources were lively and engaging. The majority of the pupils willingly took part in the lesson particularly when asked to work in pairs and groups. There were six pupils, however, who

were clearly uninterested. A further three pupils were finding it difficult to remember the vocabulary. They showed signs of demotivation during the pair-work: unable to access the vocabulary, those pupils stopped practising the conversation.

5.7 Results of the Interviews

The pupils' exchanges were analysed using numerical codes assigned to the different themes which emerged during the interviews from Time 1 to Time 4 (see Appendix 24 and Appendix 25). The interviews which took place at Secondary School A and Secondary School B seem to portray a somewhat complex picture. On the one hand there were some positive findings; many of the pupils believed, for example, that it is important to study Modern Languages at primary school. Ruth stated for example, 'It helps for secondary, so you're not behind and have to catch up' (Appendix 23).

5.8 Preparedness for the Transition from Primary to Secondary

During Time 1 the pupils were asked what they studied at primary school and if they thought it was a good idea to revise what they had done there (Appendix 23). All the pupils who studied French at primary school seemed to have been taught similar topics. For example, the pupils at Secondary Schools A and B had studied transport, colours and numbers at primary school. The pupils in both Secondary Schools were obliged to study Year 7 topics which they had already studied in Year 6 but nothing in their behaviour, during the interviews, seemed to suggest that this had demotivated them. It would appear that preparation for the transition from Key Stage 2 to Key Stage 3 had not made an impact on how the pupils might react to learning a Modern Language at secondary school.

The majority at both Secondary School A and Secondary School B still believed it was a good thing to revise the work covered at primary school because the vocabulary is forgotten during the summer holidays. According to Geraldine, ‘it’s good to recap everything’. (Appendix 23). Donald was one of the few who felt strongly about not re-doing the topics covered at primary school because in his opinion, ‘it’s a waste of time going back over it ’cause you already know most of the stuff’ (Appendix 23).

It was also important to find out whether those pupils without primary school French believed they were at a disadvantage in the classroom because those with primary French possibly knew more than they did. Illustrative responses from students with and without primary French to the question, ‘Were you put off because some pupils knew more French than you?’ are included below (Table 5.28) since they provide brief details of the pupils’ opinions and how they changed (if at all) in Year 8.

Table 5.28 Evolving views of students with and without primary French

Pupils at Secondary School A	Time 1	Time 2	Time 3	Time 4
Riley (Without primary school French)	The teacher goes over everything anyway.			...the teachers we've had they've been really good, so I reckon I've caught up ...ehm...no problem.
Albert (Without primary school French)		Yes, the others were too far ahead.		...I didn't do it (in primary) I'm doing fine as now without doing it ²³ .
Eden (talking about those with primary school French) (Without primary school French)		No, some of them find it hard too, my friends told me.		
Jerome (comparing those with and without primary school French) (With primary school French)				Lucas has done Prim ...ehm...Primary learning French and he's got 6 or something or whatever he's got but then you've got Eden who didn't do it that's still got level 5, he did it in Primary he's got higher you didn't do at Primary you still get high but it wasn't as high as the Primary one.

²³ The transcription given is accurate. Here Albert is saying that he is not finding French difficult even though he did not study it at primary school.

Glenis (With primary school French)	No, some knew less than they did.			Ehm...I'd probably I think I'd be at that level anyway because I think people who didn't do it in primary school caught up quite quickly but I don't know precisely who did it.
Mary (With primary school French)	No.	A bit sometimes		Ehm...that it has actually helped me during the course because at primary school it's like 2...ehm ...my level went higher because now I'm a 4.

As one can see from Albert's reply above, not all the pupils without primary French were positive about having to catch up with the others. Jerome told Eden that her Level was not as high as Lucas' because he had studied French at primary school and she had not, seemingly suggesting that those with primary school French might have performed better than the others. However, Eden was not deterred by those pupils who had achieved more than her. She appeared to be happy with her Attainment Level. During Time 3 Eden stated, '4A is the highest you can get'.

The pupils at Secondary Schools A and B were asked if they believed a language should be studied at primary school. Extracts 5.1 to 5.5 provide examples of the opinions expressed.

Extract 5.1 Pupils With Primary French – Secondary School A (Time 1)

Researcher: Do you believe it is a good idea for pupils to study French in primary school?

Lucas: It is a good idea to prepare for the GCSE.

Serena: No, it's a bit of a waste of time.

Researcher: Why?

Donald: No, we have lots of pressure 'cause of...

Lucas: Yeah.

Caroline: [SATS

Jane: [SATS

Extract 5.2 Pupils With Primary French – Secondary School A (Time 2)

Researcher: Now that you have completed a year at secondary school, do you think pupils should study a language at primary school?

Jerome: It's not worth doing it at primary ['cause...

Martin: ['cause you can do it at secondary school.

Lucas: Yes, but you should be able to pick the language you want to study.

Carolina: Yes, 'cause if you pick, it would be more interesting at primary school.

Harry: No, it's a waste of time, didn't learn anything anyway.

Donald: No, you do it all at secondary anyway...ehm...waste of ...waste of time doing it at primary.

Serena: Still think it's a waste of time doing it at primary, learnt it all here now anyway.

Jane: No, didn't enjoy it.

Serena: No, French is hard, don't really like it but still prefer secondary, primary was boring.

Extract 5.3 Pupils With Primary French – Secondary School B (Time 1)

Researcher: Do you believe it is a good idea for pupils to study French in primary school?

Ruth: Yeah, you start off ready for High School...ehm...it is not such a shock.

Vera: It, it gets you prepared for High School so you're more fluent.

Extract 5.4 Pupils With Primary French – Secondary School B (Time 2)

Researcher: Are you still able to compare Modern Languages at primary and secondary school?

Lorna: Kind of, primary did less, didn't like French then.

Vera: Still prefer secondary.

Ruth: Me too.

Extract 5.5 Pupils With Primary French – Secondary School B (Time 2)

Researcher: How does your first year of Modern Languages compare with the experience you had at primary school? Which do you prefer?

Wilfred: Some bits primary, the games and some secondary there is more learning in secondary.

Ricky: Same as Wilfred, I like games in both schools.

Mary: Secondary we did more and...and learn more.

Agnes: Both primary, I like the games...ehm...in secondary you get to do more.

As Extract 5.1 shows, the views during Time 1 (the start of Year 7) show that two thirds of the pupils were not supportive of primary languages. According to Donald, we have lots of pressure'. However, by Time 3 at Secondary School A, two of those views had changed. Lucas, a higher ability pupil, did not seem to think it mattered whether Modern Languages are studied at primary or secondary school. In his opinion, '...you don't really need it in like your future life...'. Unlike at Time 1, Albert now stated (Time 4), 'It's just a waste of a lesson and they could be learning different skills...' (Appendix 23).

At Secondary School B the views at the start of Year 7 were not the same as those at Secondary School A. All the pupils interviewed, at the start of Time 1, believed it was a good idea to study a language at primary school. However, (as at Secondary School A) by Time 2 some of the pupils' views had begun to change. Six pupils changed their minds. Lorna, Vera and Ruth now stated that they preferred languages at secondary, whilst Wilfred, Agnes and Ricky were undecided about whether they preferred languages at primary or secondary school.

Perhaps one of the most striking findings from the research was that so many of those with primary school French stated that they preferred secondary school French, and particularly by the end of Time 2. The results show that not all the pupils were positive about their

secondary lessons, but it was surprising to find that despite this the majority still believed that learning French at secondary school was a better experience than that received at primary school. At both Secondary Schools the pupils with primary French who did not like studying it at secondary school were not demotivated by having to study the same topics they studied at primary school. The pupils almost seemed to separate their experiences of learning French at primary and secondary school by mostly concluding, that, although learning French at secondary school was not always easy or interesting, French at secondary school was better than at primary school (see Extracts 5.6 to 5.9).

Extract 5.6 Pupils With Primary French – Secondary School A (Time 1)

Researcher: Is French better now or do you prefer French at primary school?

Carolina: I preferred primary 'cause it's less...ehm...work.

Lucas: Secondary's better you [don't ...

Donald: [(do) much at pri ...

Serena: [...mary school.

Jane: You only learn one thing per month.

Extract 5.7 Pupils With Primary French – Secondary School A (Time 4)

Researcher: Those of you who did languages at primary, do you still think it prepared you for secondary school languages?

Donald: It did and it didn't like 'cause when, when you're in Primary School you don't learn as much as when you're in secondary school.

Extract 5.8 Pupils With Primary School French – Secondary School B (Time 1)

Researcher: Are the lessons interesting?

Mike: Yeah.

Glenis: Not all the time.

Geraldine: No.

Researcher: Why?

Geraldine: I still prefer secondary to primary but sometimes we, we write too much.

Tyronne: Not all the time.

Researcher: You said you prefer French at secondary school but now you say the lessons are not interesting, can you explain what you mean?

Tyronne: It depends, sometimes we just write and it gets boring.

Extract 5.9 Pupils With Primary School French – Secondary School B (Time 3)

Researcher: Do you prefer French at primary or secondary?

Ruth: I'd prefer doing what I'm doing now 'cause I'm learning new things (pause). Yes, it is different here because in primary we done...ehm...like we had like a work book, but here there's, we do stuff on, there's like games and things in the computer and sometimes in the workbook...ehm...'

It would appear from the Extracts above, therefore, that any negative feelings towards Modern Languages were not necessarily affected by the impact of transferring from Key Stage 2 to Key Stage 3 but due perhaps to finding the work more challenging at secondary school. Moreover, there seemed to be very little difference in attitude towards Modern Languages between those who did and those who did not study the subject at primary school (see Extracts 5.10 and 5.11).

Extract 5.10 Pupils Without Primary School French – Secondary School A (Time 1)

Researcher: Are the lessons interesting?

Eden²⁵: It's better than primary ...we (get) to do more interesting things ...like play games.

Albert: We get to do fun things...games and quizzes.

Olive: Miss uses the interactive whiteboard [so....

Riley: [so we get to join in.

Arthur: They're ok I suppose.

Researcher: Why do you say ok?

Arthur: Sometimes the lessons are fun but I don't like it when we just work out of the textbook.

Researcher: And Sheila, what do you think?

Sheila: I like it when we get to work together and...and when we go on [com...

Riley: [computers...that's good.

²⁵ Eden is included in this group because she only had one 45 minute lesson in total of primary school French.

Extract 5.11 Pupils Without Primary School French – Secondary School B (Time 2)

Researcher: Have you enjoyed your first year of French at secondary school?

Larry: I enjoyed it.

Victor: It was good, there was lots of activities.

Max: There was too many...many tests, but I enjoyed it.

Perhaps, one might argue, Key Stage 3 Modern Languages was expected to become more challenging; it is surprising to find, however, that the attitude of these pupils was not any different from those who did not study French at primary school.

As Jerome (with primary school French) stated, 'In secondary school it gets harder' (Time 4 - Secondary School A) and according to Kevin and Poppy (without primary school French) at Secondary School B (Time 2) , there was:

Kevin: Too much [wri...

Poppy: [writing from books.

Whilst there are aspects of the Modern Languages lessons which the pupils disliked, they did not all protest about having to learn a Modern Language. On the contrary; some of the pupils found something positive to say about their lessons whether they studied French at primary school or not. The key point is that, as Sheila (Secondary School A) said, when interviewed at the end of Year 8, 'It was easy at the beginning but then, it was hard'. However, as Ruth (Secondary School B) stated also at the end of Year 8, 'It does get harder but then you find it more useful that you're learning it this way because you're getting more in and then you can use it practically anywhere...you can have conversations and stuff'.

The pupils were asked at Time 3 and Time 4 if they enjoy doing pair-work and group-work and whether this helped to motivate them. Some of the pupils who were used to working in pairs and groups at primary school gave the impression, from the findings, that they might have found it helpful to continue working in a similar way. At Secondary School B, for example, Max complained that, 'We sit on tables like...ehm...separate tables and I don't even sit next to anyone, so it's like harder for me so (pause) we sat in groups at primary school' (Time 3), whilst Agnes stated that she preferred pair-work because, she stated, 'If like one's struggling then the other one could help, 'cause if you're in like a massive group all you get is talking'.

On the other hand, Donald, Olive and Jerome were not as positive about pair-work and group-work as the pupils mentioned above. When the pupils were asked at Secondary School A, for example, if they enjoyed doing pair-work and group-work and whether this helped to motivate them, Donald replied, 'Sometimes' and Jerome 'Not really...it depends on what the work is'. Furthermore, although both Olive and Donald believed there might be some benefit to working in a group because it gave them the opportunity to help each other, Donald suggested that group-work was sometimes misused. He stated, 'Someone does the work and then we copy it'.

Asked which of the four skills they found the most enjoyable, it was surprising to find that the majority of those at Secondary School A at Times 1, 2 and 3 said they preferred the listening because according to Olive (Time 1), 'Listening...when you...ehm...listen...it helps you (to) repeat it'. During Time 2 Jane stated, 'You don't have to do much'. According to Eden (Time 3) it was easier because, as she said, 'You already know how

they pronounce it but reading you're not going to know how to pronounce it...and writing you wouldn't know how to spell anything so you lose a mark'.

The pupils at Secondary School B were also asked to state the skill they preferred. Their preferences were not quite as decisive as those at Secondary School A. At Time 1 the majority said they preferred the speaking because, as Kevin said, for example, 'I can practise with my friends' whilst Poppy stated, 'I can remember it better when I speak'. At Time 2 for most of the pupils speaking was popular. Larry said, 'It is easier, it's good for the memory'. At Time 3 each of the four skills was chosen equally; Martin found the listening 'simpler'. Albert liked the speaking because it allowed him to 'get more involved and ... learn more by speaking it' whilst Sheila preferred the writing since, she said, 'You might not know how to spell it and then you write it out and you might learn how to spell it'.

Primary School 2 - Preparedness for the Transition from Key Stage 2 to Key Stage 3

As stated in section 1.1.1, primary Modern Languages will become compulsory at primary school from September 2014. It was useful, therefore, to find out whether the primary school pupils had enjoyed studying French (see Extracts 5.12 and 5.13).

Extract 5.12 Year 6 Pupils at Primary School 2 – Group 1²⁶(Time 3)

Researcher: Do you enjoy learning French?

Winifred: It's boring, (I'm) never going to France. It's good for other people.

Winston: Yes, it's good for French trips but I would...ehm...would have said no, otherwise.

Howard: Sometimes. I like listening to French. I don't like writing.

²⁶ The primary school pupils were interviewed in 2 separate groups.

Extract 5.13 Year 6 Pupils at Primary School 2 – Group 2 (Time 3)

Researcher: Do you enjoy learning French?

Celia: Yes, I like speaking French and I go...ehm...to France often.

Janet: No, I don't like it but it helps for when you're older. It's...ehm...really confusing some of the words.

Penelope: Yes, definitely. It's a nice language to learn and the accent's nice and like English, it's easy.

As Extracts 5.12 and 5.13 show, four out of the six pupils, across the two focus groups²⁷, who were interviewed at Primary School 2 had not enjoyed learning French. For example, Janet found some of the French vocabulary confusing; Winifred thought French was boring and Howard did not like writing in French. Interestingly, however, all the pupils stated that French at primary school should be mandatory. Winston believed, for example, that, 'You learn more in Year 6 and you are prepared for High School²⁸'. Janet said, 'It helps when you go to High School and for learning when you are older'.

The Parents' Opinions Towards Modern Languages Portrayed by the Pupils at Secondary School A, Secondary School B and Primary School 2

In order to assess whether a positive attitude towards French was encouraged or discouraged by their parents, the pupils were asked during Time 3 if their parents were pleased that they were learning French. At Secondary School A the majority of the pupils indicated that their parents were more interested in English, Maths and Science; the reasons perhaps exemplified by Lucas and Martin. Lucas stated that his parents care more about other subjects than French. Martin indicated that his parents care more about Maths, Science and English because in their opinion those subjects are the main ones. Martin

²⁷ There were two primary school focus groups consisting of three pupils in each.

²⁸ High School is another term for Secondary School.

quoted his parents who said, 'If you get an A in them'²⁹, if you do like really well in them then like you gonna be quite good for like your job ...'.

At Secondary School B Victor's reply was similar to those at Secondary School A; he indicated that his parents would be more interested perhaps in his progress in Maths and he did not really talk to them about Modern Languages. Ricky's and Mary's parents, on the other hand, were quoted as being more supportive. Ricky's mother told him, 'It's good you're learning French...not just English' and Mary said that her parents were proud of her perhaps because her grades were getting better.

The replies obtained from the pupils at Primary School 2 seemed to replicate those views expressed by the pupils at Secondary School A and Secondary School B. Like Victor, these primary school pupils said that they did not talk to their parents about their languages lessons. Howard said, 'They don't ask so (he) don't say anything'. Penelope seemed to suggest that parents are interested if, as she said, 'they know quite a bit of French' or as Donald had stated at Secondary School A, 'My mum cares because like two of my cousins are French and it helps like when they're over in like England and when I go to visit them...at the end of the day that's your decision to learn the language or not'.

²⁹ Maths, English and Science.

Heads of Modern Languages - Their Views Regarding the Pupils' Preparedness for Transition from Key Stage 2 to Key Stage 3

The Heads of Modern Languages at Secondary School A and Secondary School B were interviewed during Time 2 and the Modern Languages teacher at Primary School 1 was interviewed during Time 3 (see Table 5.29).

Table 5.29 Teachers' Roles Directly and Indirectly Involved in Key Stage 2 and Key Stage 3 Liaison

Secondary School A	Secondary School B	Primary School 1	Primary School 2
Although not directly involved in primary to secondary liaison the Head of Modern Languages was interviewed	Head of Modern Languages	Modern Languages liaison was not being carried out by Primary School. The class teacher was interviewed, nonetheless.	Modern Languages Co-ordinator (Unfortunately, she was not available for interview. However, she completed a questionnaire (Appendix 13 – see section 5.4)
Modern Languages Borough Advisor responsible for Primary Liaison within Secondary School A's catchment area.	Primary Modern Languages Co-ordinator ³⁰ . She was responsible for the Primary Modern Languages Outreach Project in Secondary School B's catchment area of 15 primary schools.		

As mentioned in chapter 4, section 4.2, Secondary School A and Secondary School B lie approximately 30 miles apart and lie within two different borough councils. Secondary School A's primary liaison is facilitated by the Modern Languages Borough Advisor. Secondary School B's primary liaison is facilitated by the Modern Languages Coordinator.

³⁰ By Time 4 funding for her role had ceased.

Primary School 1 is not a feeder school for either of the Secondary Schools. The class teacher at Primary School 1 was interviewed in order to obtain a clearer understanding about Modern Languages primary to secondary transition.

The Head of Modern Languages at Secondary School A was not directly involved in the Modern Languages liaison between her school and the feeder primary schools. All of the primary school liaison between Secondary School A and the feeder primary schools was carried out by the Modern Languages Borough Advisor.

According to the Head of Modern Languages at Secondary School A (henceforth MLSA) the pupils are not prepared for transition to the secondary school Modern Languages classroom. In her opinion, the pupils have not followed a Modern Languages syllabus, their writing skill in French is weak and there is not any surety about what the pupils have learned when they arrive in Year 7. MLSA also believed new arrivals do not go into sufficient detail at primary school, therefore, as she stated, 'What they (the pupils) know is hit and miss'. When the pupils arrive in Year 7 teaching is differentiated to cater for all the pupils with and without a previous knowledge of French. Interestingly, the Modern Languages teacher at Primary School 1 replicated the findings at Secondary School A. The Modern Languages teacher at Primary school 1 believed that transition between Key Stage 2 (including the school in which she worked) and Key Stage 3 is problematic because the feeder primary schools do not have a rigorous continuity policy.

The response from the Head of Modern Languages at Secondary School B (henceforth MLSB) was very different. Although facilitated by the Primary Modern Languages

Coordinator MLSB had been actively involved in the liaison which took place between his School and its feeder primary schools. Consequently, up to the start of this research the pupils (from the feeder primary schools) arrived in Year 7 at Secondary School B with a workbook they had completed in French, the results they had obtained for their SATS (see section 4.2.1) and the Levels received from the Family Fisher Trust.³¹ Those grades were used to predict the pupils GCSE grades in Year 11 and, therefore, into which class they should go in Year 7³².

MLSB found that the pupils with Key Stage 2 French arrived with good receptive skills (listening and reading in French) but poor productive skills (speaking and writing in French) although those pupils who arrived in Year 7 in 2010 were better prepared than their predecessors five or six years ago; the latter knew simple words in French, the former were better at producing very simple sentences. For this reason, the Modern Languages syllabus and textbook were chosen carefully; they do not start with, '*Je m'appelle*'. A fair amount of prior knowledge is assumed once the topics (which pupils should have covered at primary school) have been revised. Furthermore, the Levels the pupils obtain at the end of each exam (see section 5.5.1) are indicators of their progress and not based on their ability to cope with the complexity of learning a Modern Language.

At Secondary School B the pupils were encouraged to give their opinion regularly about their Modern Languages lessons by completing questionnaires designed collaboratively by all the teachers in the Modern Languages department – this was referred to as Pupil Voice.

³¹ The Family Fisher Trust results are indicators of what the pupils should attain in Year 11 based on their SATS results for English and Maths.

³² As previously mentioned, the classes in Secondary School A are mixed-ability in Year 7.

According to MLSB the findings seemed to indicate that the pupils at Secondary School B were generally positive about Modern Languages, a fact which was confirmed by the numbers who also responded to the campaign by the school to promote Modern Languages each year. At Secondary School A, however, MLSA believed that the pupils lose interest by the end of Year 8 which she stated could be resolved by timetabling more Modern Languages lessons for classes of no more than 15 to 20 pupils.

Chapter Six: Discussion of the Main Findings

The research started with the hypothesis that following transition from primary and secondary there would be a difference in attitude and Attainment Levels (see the Terminology and section 5.5.1) between those who had studied French at primary school and those who had not.

With Modern Languages due to become compulsory in September 2014, it was also expected that the majority of primary school pupils would enjoy their lessons and that the pupils might have had a preference for primary school French.

In order for Modern Languages to succeed at Key Stage 2, time needs to be devoted to them so that the pupils have the opportunity to develop those skills needed to prepare them for continuity at Key Stage 3. Time needs to be invested in the subject if the pupils are to feel secure about learning a Modern Language (Dörnyei, 2008, p.51). Studies have also shown that it would be beneficial to the pupils that they receive instruction from those best able to deliver the subject (McLachlan, 2009; Driscoll et al., 2004; Driscoll, 1999). The discussion considers the picture which emerged from the research in the light of the research questions.

In each section, relevant contextual issues are also considered. These include time pressures, risks to transition arrangements, teacher expertise and methodological training, progress measures and skills balance, and differences between the schools.

6.1 What are the attitudes of KS2 Pupils (in particular Years 5 and 6) towards Modern Languages?

The majority of pupils at Key Stage 2 supported Modern Languages learning at both schools but it was not their favourite subject. Only four out of the six pupils interviewed and just 31% of those who completed the questionnaires were looking forward to Key Stage 3 French. A similar attitude was found in studies by Burstall et al. (1974), Bolster et al. (2004) and others. Just under 50% of the pupils at Primary School 1 found the lessons interesting and fun whilst three quarters of the pupils at Primary School 2 felt the same way; this would seem to confirm that strategies to improve the pupils' motivation in the classroom are not only 'vital' in order 'to make the first encounter with the L2 as positive as possible' but 'this impression, once formed, will strongly influence how learners will anticipate future experiences with the subject' (Włodkowski, 1986 cited in Dörnyei, 2008, p. 53).

According to Cameron (2001), children are enthusiastic and lively learners but 'they also lose interest quickly and are less able to keep themselves motivated on tasks they find difficult' (Cameron, 2001, p. 1). It was interesting to have found that the pupils at Primary School 1 were less positive about learning a Modern Language than those at Primary School 2: at Primary School 1, only 42% of the pupils liked French as opposed to the 69% at Primary School 2. Perhaps, as Courtney found, 'the learning context can have a negative impact upon the learners' attitudes to language learning' (Courtney, 2013, p. 50).

Trips abroad provide pupils with an opportunity to learn more about other cultures.

Consequently, it was encouraging to find from the research that more than three quarters of

the pupils at Primary School 1 and more than half at Primary School 2 had been to France (see section 5.2.3). Learning a Modern Language for integrative reasons, however, seems yet to become a reality amongst primary school pupils. Far from having an integrative motivation towards Modern Languages, which Gardner (2010) stated would only be possible if those pupils were willing to express a 'desire' to live in France and 'persist' in the pursuit thereof (Gardner, 2010, p. 10), the majority of the pupils at Primary School 1 and 2 would prefer to stay in England; less than 20% of them would consider living in France or working there.

A lot of debate has taken place about when is the best time to start studying a Modern Language and whether there is a critical period during which another language can be learned. Although this research has not focused on testing the hypothesis, it has highlighted the fact that the majority of pupils in Key Stage 2, despite finding French difficult, still believed that Primary School Modern Languages are important. 81% in total of all those who completed the questionnaire at both Primary Schools and all of those interviewed at Primary School 2 believed it was a good idea to study a Modern Language at primary school, suggesting, as in Burstall et al.'s (1974) study that the pupils displayed a degree of instrumental orientation towards learning a Modern Language which simply needs to be nurtured.

The primary curriculum is still overcrowded, the research found (see section 2.4.3), echoing McLachlan (2009) in that there is an attempt to include as much as possible on the curriculum but this continues to put pressure both on the teachers and pupils. Modern Languages lessons at Primary School 2 were timetabled in such a manner that sufficient

time could be devoted to music and the former was not timetabled throughout the school year (see section 4.2.4). At both primary schools, and in common with other primary schools in England, teachers are under pressure to make sure the pupils perform well in SATS - Maths, English and Science. This pressure results in Heads choosing to deprioritise Modern Languages on the school curriculum.

6.2 What is the difference in attitude and motivation between pupils in Key Stage 2 and Key Stage 3?

The Key Stage 3 pupils interviewed at Secondary School A and B were aware of the impact SATS have on the curriculum and on the time which may have been devoted to Modern Languages at primary. As McLachlan (2009, p. 201) made clear, the primary schools' performance is published in school league tables (see section 1.1.2), consequently schools feel they must choose between finding space on the curriculum and providing resources for initiatives such as the development of Modern Languages teaching and learning and the core curriculum.³³

McLachlan's (2009) observations should be taken seriously, otherwise there is the risk that many pupils and parents might continue to have the disinclination to accept Modern Languages as a subject to be taken seriously. Johnstone (1994) found evidence of successful total or partial immersion in Modern Language learning and pointed out that 'the primary school curriculum is rich in possibilities' for the Modern Languages subject matter to be intertwined with Maths, English, Science, 'or many other things' (Johnstone, 1994, p. 64).

³³ The core curriculum consists of Maths, English and Science.

Primary school pupils are capable of expressing their concerns and as the interviews and results of the questionnaires have shown, they are not afraid to criticise activities they consider valueless. The pupils in the research just completed also confirmed that primary school pupils do not have much interest in fostering an integrative motivation towards Modern Languages. Johnstone (1994) suggested that this might be resolved by encouraging pupils to 'acquire new subject matter through the foreign language (whether knowledge or content or skills in performance)' (Johnstone, 1994, p. 64), and the Head Teachers to find more time on the school curriculum to teach Modern Languages effectively.

The pupils who took part in the research stated that they had learned the French vocabulary for; colours, animals, fruits and numbers, for example, but the research raises the question of whether it was enough to foster a positive attitude towards Modern Languages which would need to be maintained in Key Stage 3 and beyond since, as will be discussed, more is required to prepare primary school pupils for the diversity of tasks and vocabulary in the Modern Language with which the pupils will need to engage at Key Stage 3. If their expectations are high and they have a high sense of self-efficacy (Bandura, 1989) there is more likelihood that the transition from primary to secondary school will be successful.

6.3 What concerns do teachers have about the transition from Key Stage 2 to Key Stage 3?

'In order to ensure children's continuity of learning on transfer to secondary schools, there needs to be effective planning at an early stage, involving primary and secondary schools' (DCSF, 2009, p.90). The research undertaken suggests that this remains an issue which is still not always addressed. The data obtained from Secondary School A shows little has

changed despite the guidelines provided in the 2009 Framework. There remains a need for 'building Key Stage 2/Key Stage 3 liaison arrangements; 'schools need to consider... continuity from class to class and from primary to secondary' (DfE, 2011, p. 1).

Galton et al. (1999) stated that, in general terms, arrangements for the transfer between primary and secondary 'is better organised from the point of view of teachers, pupils and parents'. However, they also stated that more still needs to be done to 'overcome the problems to do with curriculum continuity and teaching and learning' (Galton et al., 1999, p. 5). Evidence from the research just undertaken suggests the liaison between secondary schools and primary schools remains patchy and possibly inadequate with a noticeable difference between neighbourhoods with different socio-economic profiles; culminating in insufficient interventions to sustain pupils' progress and motivation.

Coffey (2013) seemed to support the arguments presented by Galton et al. (1999). During her study of six large secondary schools, Coffey (2013) obtained data from the pupils, parents and teachers. She concluded that 'whilst the transition from primary to secondary may pose many challenges, careful planning can ensure that all involved are well placed to meet those challenges' (Coffey, 2013, p. 269).

Steps had been put in place to ensure progression between the feeder schools serving Secondary School B, but there is a possibility that might not be sustained if funding were withdrawn. Although there is a Modern Languages Coordinator serving the primary schools in Secondary School A's area, there was insufficient evidence of liaison between it and its feeder schools, despite widespread recognition that 'collaboration between primary

and secondary MFL colleagues in training events and in curriculum development and planning is a vital part in the transition jigsaw' (Chambers, 2012, p. 15).

Many of the concerns associated with primary to secondary transition which have been raised by previous researchers such as Bolster et al. (2004), Driscoll (1999) or Burstall et al. (1974) were also inherent in the research just completed. The lessons were being taught by a generalist teacher at Primary School 2: it is apparent that those findings echo those of Driscoll (1999) and others. This is not a criticism of the lessons observed or the knowledge of the teacher who taught the lessons. At Primary School 2, the majority pupils interviewed still believed that everybody should learn a Modern Language. Clearly all the pupils were not demotivated in the Modern Languages classroom or had been affected by the impact of the teaching they had received.

Nonetheless, the research highlights the fact that teacher expertise in the Modern Languages classroom remains an issue which it seems still needs to be addressed. On one hand, the teacher at Primary School 2 was confident about the fact she could deliver the lessons required to ensure that the pupils were prepared for Key Stage 3. On the other hand, she was almost apologetic about not being a Modern Languages specialist; she was aware of the perceived gap between her foreign language competence and her role in the classroom³⁴, perhaps confirming that 'primary generalist teachers may not have extensive specific subject knowledge but they do have a different kind of professional knowledge to bring to the task' (Driscoll, 1999).

³⁴ See section 5.6.2. This teacher completed a questionnaire but due to insufficient time during my visits she was not formally interviewed. Her comment here was made at the start of the lesson. However, I do have permission to mention what she stated.

As Sharpe (1991) pointed out, primary school teachers have effective pedagogic strategies to teach Modern Languages. According to *The Independent Review of the Primary Curriculum* (2008), it is costly to train all primary school teachers to the linguistic level necessary to teach Modern Languages effectively. However, although Sharpe (1991) also argued that primary school teachers do what is required to ensure good practice in the classroom, clearly competence in the foreign language is still considered an important requirement, not only for the Modern Languages teacher's personal development but also to ensure that transfer preparation and strategies are in place for the primary school pupils 'are supported to achieve progression in languages across Key Stage 2' (*The Independent Review of the Primary Curriculum*, 2008), Key Stage 3 and beyond. To find that at Primary School 2 the lesson was being taught by a Higher Level Teaching Assistant instead of the qualified Modern Languages Teacher in the same school (see section 5.6.2) suggests as Chambers (2012) also found in his study that 'an appropriate policy and operational strategy for the teaching of MFL in the primary schools had not been discussed or put in place by the heads of the respective schools' (Chambers, 2012, p. 13).

Furthermore, perhaps Richardson (2013) is justified in raising the concern that Key Stage 2 pupils were not aware of how much progress they were making; thus arguing that 'assessment needs to be continuous...valued and measured, (moreover) lessons might be learned from other curriculum areas' (Richardson, 2013, p. 13) such as Maths which include regular assessment. Findings from both Primary Schools suggest that this may be a concern which has not been addressed within the primary school sector. Neither school included assessment in their schemes of work; but knowing the exact progress of Key

Stage 2 pupils could help to ensure that the same pupils' academic needs are taken into account upon their arrival in Year 7 in the Modern Languages classroom.

Secondary Schools A and B provided different examples of how secondary schools may choose to address the problem. By ensuring the resources chosen and materials designed are differentiated in order to meet the needs not only of Year 7 pupils with different levels of French, but also those without primary school French, there is at least some attempt to cater for the transition from Key Stage 2 to Key Stage 3. Ultimately, 'how the challenge is addressed is determined by the importance that the individual schools attach to the innovation, the support provided and the number of and nature of other challenges on the agenda' (Chambers, 2012, p. 11).

6.4 In Years 7 and 8 is there a difference in attitude, motivation and achievement between those who studied French at Primary School and those who did not?

Since September 2014 marks the date when Modern Languages will be compulsory at Key Stage 2, it was both very surprising and equally disappointing to find that the majority of pupils who took part in the research at Secondary Schools A and B stated that Key Stage 2 Modern Languages was 'boring'. Modern Languages at Key Stage 2 was, and is currently (according to the Coalition Government), supposed to encourage Key Stage 3 pupils to have a positive attitude towards Modern Languages. The second surprise was to find that these Key Stage 3 pupils wanted to engage in lessons which were more challenging, yet the fundamental problem which has troubled Modern Languages in England has remained: less than 20% of the pupils at both Secondary Schools A and B were willing to consider studying a Modern Language as an option for GCSE. It is possible, as the research shows

therefore that there are Key Stage 3 pupils who might 'want to be professionally successful' but it is not linked, in all cases, 'to the ideal L2 self' (Dörnyei, 2009, p. 28).

The Head of Modern Languages at Secondary School B stated that each year they have large numbers who opt to do the GCSE. This indicates further evidence of a social difference between Secondary Schools A and B, and their attitudes towards learning a Modern Language. Differences emerge on pages 120 (Tables 5.2 and 5.3), page 124 (Table 5.6), in higher achievement at Secondary School B (pages 155 - 159, section 5.6.1) in better behaviour (pages 166 and 167), in liaison with primaries (pages 182 to 184 and pages 189 - 191), and higher GCSE take-up (page 194). It remains to be seen, nonetheless, if those pupils who took part in the research, at Secondary School B will eventually change their minds, an issue which lies outside the aims of this research.

Almost three quarters of the pupils in both schools still consider Modern Languages useful, but with more than 60% of them saying they found Modern Languages difficult by the end of Year 8, one is left doubting yet again that their experience at primary school had a positive impact on their attitude towards Modern Languages. These pupils stated that they found primary school languages boring because of playing too many games and learning vocabulary which did not stretch or inspire them. Is it any wonder, therefore, that there was not any significant difference in achievement in Key Stage 3 between those who had studied French at primary school and those who had not? 'The desire to learn the language, or favourable attitudes toward learning the language, do not reflect motivation in and of themselves' (Gardner, 1985, p. 11) as suggested by the decreasing number of pupils who liked French at Secondary School A and B by the end of Year 8. 'When the desire to

achieve the goal and favourable attitudes toward the goal are linked with the effort or the drive, then we have a motivated organism', (Gardner, 1985, p. 11).

From the research, it seems that Key Stage 2 had little impact on fostering an integrative orientation towards Modern Languages. The majority of pupils who took part in the research at Key Stage 3 did not feel any different to those pupils who were still in Key Stage 2. Echoing the findings at the primary schools, the majority of Key Stage 3 pupils did not have any desire to work or live abroad. Furthermore, with both those with and without primary French expressing the same opinion, what was the advantage of having studied a Modern Language at primary school? This leads to the question as to whether or not the aims of the *Key Stage 2 Framework for Languages* (2009, p. 1). 'to develop an international outlook' in pupils, is being met at primary feeder schools in order to encourage an integrative orientation towards Modern Languages upon which one might build when the pupils arrive in Year 7.

In Year 7 the pupils are expected to 'explore national identities and become aware of both similarities and contrasts between the cultures of different countries, including their own' DfE (2007) but very few of the pupils who were observed at both Secondary Schools had a clear idea about French history or culture. In accordance with the Key Stage 3 Modern Foreign Languages *Programme of Study*, it was encouraging to find this was being addressed in the pupils' classwork and homework. Obviously, it takes time to foster positive attitudes, particularly, when, as Coleman (2009) found, ethnocentrism still lies deep-seated within the English culture. Perhaps, as observed, when Key Stage 3 teachers

strive to make the material taught lively and imaginative one may yet witness an increasing number of pupils who are willing to embrace a positive attitude towards the target culture.

In Year 7 the pupils are supposed to build on the Modern Languages listening, speaking, reading and writing skills to which they would have been introduced at Key Stage 2. According to both Heads of Modern Languages at Secondary Schools A and B, not focusing on all four skills leaves a shortfall in the pupils' knowledge and consequently their preparation for Key Stage 3. Perhaps it is not surprising, therefore, that these pupils should want to engage in work which is more challenging but then find that they are unable to access a curriculum for which they may not have been suitably prepared. Naturally, this places more responsibility on teachers at Key Stage 3 who must ensure the pupils can competently access the four Modern Languages skills by the end of Key Stage 3; whilst giving rise, unexpectedly, to very little criticism, by some pupils at the Secondary Schools, about repeating what they had done at Key Stage 2.

It was encouraging to find that there was hardly any difference between those with and without primary school French who are in favour of primary school French. Clearly this signifies that the drive to champion primary languages is not without merit, but the research also shows that one cannot presuppose either that pupils in Year 7 will just simply cast aside any experiences they have had at primary school. The pupils in Key Stage 3 arrive with different learning experiences and aspirations, regardless of whether or not they studied a Modern Language at primary school.

The final surprise came at the end of the research. The hypothesis was that pupils with primary school French would make significantly more progress than those without, benefiting from that experience which is one of the arguments in favour of making Modern Languages compulsory from September 2014. Data collected from the teachers and pupils at the start of Year 7 and end of Year 8 showed that, over the two years, the majority of those without Key Stage 2 French had also achieved Level 4 (see section 5.6). At Secondary School B there was only a difference of 3% between those pupils with and without primary French who achieved Level 5; one pupil without primary French at Secondary School B achieved Level 6, which was a higher level than those with primary school French. In the final analysis, with or without primary school French, many pupils had made progress.

Chapter Seven: Summary and Conclusions

This research, undertaken as a longitudinal study over two years, sought to examine the impact of primary languages on pupils in the first two years at secondary school; the attitudes and motivation of pupils in Key Stage 2; the issues concerning primary to secondary transition and how those issues impact on the attitude, motivation and achievement of pupils in Key Stage 3. The research also sought to investigate whether there was any difference in attitude and progress at Key Stage 3 between those pupils who had studied French at primary school and those without that experience. The data collected as close as possible to the start and end of Years 7 and 8 resulted from a triangular methodology using classroom observations, pupil and teacher interviews and questionnaires.

The findings which emerged from the data gave a picture which was both positive and negative. It is also important to bear in mind that the data having been collected from two primary schools and two secondary schools can only provide a snapshot of what is taking place, and of the diversity of approaches. Nonetheless, despite the limitations of this research, the picture which has emerged indicates, unfortunately, that some of those concerns which Burstall et al. (1974) highlighted over 30 years ago remain valid today.

More pupils at primary school are now studying a Modern Language, but lessons are still being taught at primary school by teachers who are not Modern Languages specialists. They are studying a range of topics but insufficient focus is being placed on the productive skills. The writing skill, in particular, needs further attention since both Secondary Schools which took part in the research find this is an area which needs addressing the most when

pupils arrive in Year 7. Furthermore, little attention has been placed on tracking and recording the pupils' progress by using adequate assessment tools in Modern Languages which would suggest that data transfer to the secondary schools regarding the pupils' progress in the lessons was inadequate. Consequently, secondary school teachers are still having to decide how best to cater for a class, not only for those with and without experience of Modern Languages study but also for those who do not want, and should not be expected, to keep repeating what has already been taught at primary school.

Very few at Key Stage 2 are willing to embrace an integrative orientation towards the target culture and this attitude still has not changed by the end of Year 8. It was very positive to find, however, that although many find the subject difficult, and that there are others who do not enjoy the lessons, the majority at both primary and secondary schools still believe it is a good idea to study a Modern Language at primary school.

The findings were, in a sense, positive since it was extremely encouraging to find that at both Secondary Schools, so many pupils who had not studied French at primary school had achieved so much that, by the end of Year 8, there was not any difference between those with and without primary school French. This may have been due to appropriate differentiation at Key Stage 3.

However, the pupils at primary school and those in Year 7 reported that in Key Stage 2 a lot of the learning was carried out by playing Modern Languages games and that these were fun. Yet it is possible the emphasis on fun had a negative impact on pupil progress

and preparation for Key Stage 3: might they have made more progress if there were fewer games and more emphasis placed on the productive skills?

While in many respects the findings at the two Secondary Schools was similar, the more privileged context of Secondary School B was perhaps reflected in both the school's support for Modern Languages (transition arrangements, pupil questionnaires) and in pupils' attitudes and performance.

This research has limitations and, therefore, there are unanswered questions raised above which are recommended for further study. Owing to the fact that the pupils in both Secondary Schools are put into different ability groups in Year 8, it was not possible, as intended, to interview and observe all the pupils in my focus groups at the four data collection points from Year 7 to Year 8. Moreover, the data was collected from only four schools and not all pupils at the Secondary Schools attended the primary schools from which the data was collected, thus making generalisation difficult.

From September 2014 greater emphasis will be placed on primary school Modern Languages which will have further implications for Key Stage 2 to Key Stage 3 transition and progress thereafter at Key Stage 3. It is hoped that both the primary and secondary school sectors will do what is necessary to overcome the challenges ahead, thus ensuring that impact on pupil attitude and progress, following the transition from primary to secondary, is a positive one.

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Appendices

Appendix 1

Department for Education History of Rebranding

1992	Department for Education and Science
1995	Department for Education and Employment (DfEE)
2001	Department for Education and Skills (DfES)
2007	Department for Children, Schools and Families (DCSF)
2010	Department for Education (DfE)

Appendix 2

Letter to Secondary School Head Teacher

My name is Sonia Russell. I teach Modern Languages at..... School in Essex.

Having enrolled with The Open University to carry out a research degree I am writing to ask if your school would be willing to help me obtain the data required for my thesis from September 2010.

The aim of my research is to look at any differences in progress and motivation there may be between those pupils who studied French at primary school for more than a year and those who studied French for one year or less before year 7.

I would like to ask the pupils in year 7 to complete a questionnaire and to observe 3 French lessons in year 7. I would also like to interview 18 pupils. This would be repeated in year 8. I will make sure that the pupils cannot be identified at any point during the research; all the data will also remain completely confidential. The data will be destroyed as soon as I have completed my degree.

Research ethics require me to provide the name of my supervisor; he is James Coleman, Professor of Language Learning and Teaching at the UK's Open University, and can be contacted at j.a.coleman@open.ac.uk

If you are interested, I would be willing to share my findings once the research is completed in three year's time. Thank you in advance for taking part in this study which it is hoped will provide me with data to help support and motivate the pupils as they learn a modern foreign language.

Should you wish to contact me, please telephone me atSchool; telephone number:

Yours sincerely

Ms S Russell
(..... School – Modern Languages)

Appendix 3

Letter to Secondary School Parents and Carers

Dear Parents/Carers

My name is Sonia Russell. I teach Modern Languages atSchool in Essex.

Having enrolled with The Open University to carry out a research degree I am writing to ask if you would be willing to help me obtain the data required for my thesis from September 2010.

The aim of my research is to look at the learning of languages in the first two years of secondary school.

I would like to ask the pupils in year 7 to complete a questionnaire and to observe at least 3 French lessons in year 7. I would also like to interview a sample of pupils. This would be repeated in year 8.

I will make sure that the pupils cannot be identified at any point research; all the data will also remain completely confidential. The data will be destroyed as soon as I have completed my degree.

Research ethics require me to provide the name of my supervisor; he is James Coleman, Professor of Language Learning and Teaching at the UK's Open University, and can be contacted at j.a.coleman@open.ac.uk.

If parents are interested, I would be willing to share my findings once the research is completed in three year's time.

Thank you in advance for taking part in this study which it is hoped will provide me with data to help support and motivate the pupils as they learn a modern foreign language.

Please complete and return the reply slip below (the date required will be put here)

Yours sincerely

S Russell
(Modern Languages)

.....
To: (the name of the recipient and school will be put here)

I consent for my son/daughter

Year Tutor group to take part in the research study.

Signed Date

Appendix 4

Letter to Primary School Head Teacher

My name is Sonia Russell. I teach Modern Languages at School in Essex.

Having enrolled with The Open University to carry out a research degree I am writing to ask if your school would be willing to help me obtain the data required for my thesis from September 2010.

The aim of my research is to look at any differences in progress and motivation there may be between those pupils who studied French at primary school for more than a year and those who studied French for one year or less before year 7.

I would like to ask the pupils in years 5 and 6 to complete a questionnaire and to observe at least 2 French lessons, one in years 5 and 6. I would also like to interview a sample of pupils.

I will make sure that the pupils cannot be identified at any point during the research; all the data will also remain completely confidential. The data will be destroyed as soon as I have completed my degree.

Research ethics require me to provide the name of my supervisor; he is James Coleman, Professor of Language Learning and Teaching at the UK's Open University, and can be contacted at j.a.coleman@open.ac.uk

If you are interested, I would be willing to share my findings once the research is completed in two year's time.

Thank you in advance for taking part in this study which it is hoped will provide me with data to help support and motivate the pupils as they learn a modern foreign language.

Should you wish to contact me, please telephone me at School; telephone number is You may also contact me on my mobile:

I am CRB registered and will be happy to provide you with proof of such.

Yours sincerely

Ms S Russell
(..... School – Modern Languages)

Appendix 5

Letter to Primary School Parents and Carers

Dear Parents/Carers

My name is Sonia Russell. I teach Modern Languages at School in Essex.

Having enrolled with The Open University to carry out a research degree I am writing to ask if you would be willing to help me obtain the data required for my thesis from September 2010.

The aim of my research is to look at the learning of languages in the first two years of secondary school.

I would like to ask the pupils in years 5 and 6 to complete a questionnaire and to observe at least 2 French lessons. I would also like to interview a sample of pupils.

I will make sure that the pupils cannot be identified at the end of the research; all the data will also remain completely confidential. The data will be destroyed as soon as I have completed my degree.

Research ethics require me to provide the name of my supervisor; he is James Coleman, Professor of Language Learning and Teaching at the UK's Open University, and can be contacted at j.a.coleman@open.ac.uk.

If parents are interested, I would be willing to share my findings once the research is completed in three year's time.

Thank you in advance for taking part in this study which it is hoped will provide me with data to help support and motivate the pupils as they learn a modern foreign language.

Please complete and return the reply slip below **(the date required will be put here)**

Yours sincerely

S Russell
(Modern Languages)

.....

To: (the name of the recipient and school will be put here in September)

I consent for my son/daughter

Year Tutor group to take part in the research study.

Signed Date

Appendix 6

(Following an initial check, this questionnaire was amended before being used for the pilot study. The amended version, with the results, is in Appendix 20).

Questionnaire Secondary School Pupils (Pilot)

Date _____

School _____

Year _____

Set _____

Male/Female _____

You do not need to put your name on the questionnaire. Please answer every question and please answer accurately. Thank you for completing the questionnaire.

1. What is your level in French? _____

2. I do not know my level. _____

3. I like French. a) Yes b) No

4. Learning French is easy. a) Yes b) No

Please say why or why not? _____

5. I would like to use French when I leave school. a) Yes b) No

6. Which one of the following do you enjoy the most?

(Please circle the one you choose)

a) Listening b) Speaking c) Reading d) Writing

Please say why? _____

7. The lessons are interesting. a) Yes b) No

Please say why or why not? _____

8. I find my text book helpful. a) Yes b) No

Please say why or why not? _____

9. Everyone should learn a language at primary school. a) Yes b) No

Please say why or why not? _____

10. Did you learn French at primary school? a) Yes b) No (Go to no.16)

11. Which year were you in at primary school when you started learning a language?

(Please circle the one you choose)

a) Year 1 b) Year 2 c) Year 3 d) Year 4 e) Year 5 f) Year 6

12. Did you enjoy French at primary school? a) Yes b) No

Please say why or why not? _____

13. Do you prefer French at: a) primary school b) secondary school

Please say why or why not? _____

14. Would you like to live in France or another country which speaks French?

a) Yes b) Which country? _____ c) No

Please say why or why not? _____

Appendix 7

Questionnaire Secondary School Teachers (Pilot)

Date _____

School _____ Year _____

Set _____ Male/Female _____

You do not need to put your name on the questionnaire. Please answer every question and please answer accurately. Thank you for completing the questionnaire.

1. All pupils should learn a language at primary school. a) Yes b) No

Please say why or why not? _____

2. Pupils should learn grammar at primary school? a) Yes b) No

3. Do you believe that those who learnt French at primary school have been well-prepared for the transition to secondary school? a) Yes b) No

Please say why or why not? _____

4. What do you consider to be their strengths? _____

5. What are their weaknesses? _____

6. Do you think that both those who have studied French and those who have not should be in the same class at the start of Year 7? a) Yes b) No

7. What are the advantages? _____

8. What are the disadvantages? _____

9. All pupils should learn a language at secondary school? a) Yes b) No

Please say why or why not? _____

11. Do you think languages should remain compulsory at Key Stage 4.

a) Yes

b) No

12. It is possible for those who learnt French at primary school and those who did not to reach the same standard by the end of year 8.

a) Yes

b) No

Appendix 8

Semi-structured Interview - Secondary School Teachers (Pilot) Date _____

Name _____ Role _____

School _____

Year _____ Boys _____ Girls _____

1. Do you believe it is a good idea for pupils to study French in the Primary School?
2. When the pupils arrived did they meet your expectations regarding their knowledge of French?
3. Approximately how many pupils in your class studied French at Primary School?
4. Is there a big difference in ability between those who have studied French before and those who have not?
5. Have you noticed a difference in motivation between the two groups?
6. Do you experience any difficulties having to teach both groups of pupils in the same class?
7. Are there any advantages to having pupils who knew and did not know French in the same class?
8. What strategies do you use to help meet the needs of all the pupils?
9. How have you adapted your teaching methods to teach both groups of pupils at the same time?
10. Are there sufficient teaching resources available to teach a mixed-ability class of this nature?
11. Do you think that sufficient is done to ensure a smooth transition from secondary to primary school regarding the teaching of modern languages?
12. Do you believe languages should have remained compulsory after Key Stage 3?

Appendix 9

Semi-structured Interview - Secondary School Pupils (Pilot)

School Date

Year Set Boys Girls.....

1. Do you believe it is a good idea for pupils to study French in Primary School?
2. What did you learn at Primary school?
3. Could you remember it all when you came to Secondary school?
4. Did you learn to spell French words at Primary school?
5. Do you think it is a good idea to go back over what you did you at Primary School?
6. Were you put off by the fact that some of your class had already studied French at Primary School?
7. Is French better now or do you prefer French at Primary school?
8. What do you like most about learning French?
9. Is there anything you do not like about learning French?
10. What is your opinion of the textbooks you use?
11. Are the lessons interesting?
12. Do you think learning grammar is useful or would you prefer to learn phrases and topic-based vocabulary?
13. Which do you prefer –listening, reading, speaking or writing in French?
14. Do you think everybody should learn a language?

Appendix 10

Questionnaire Secondary School Pupils

Date _____

School _____

Year _____

Set _____

Male/Female _____

You do not need to put your name on the questionnaire. Please answer every question and please answer accurately. Thank you for completing the questionnaire.

1. What is your level in French? _____

2. I like French. a) Yes b) No

3. Learning French is easy. a) Yes b) No

Please say why or why not? _____

4. Learning French is useful. a) Yes b) No

5. French is my favourite subject. a) Yes b) No

6. I would like to use French when I leave school. a) Yes b) No

7. Which one of the following do you enjoy the most?

(Please circle the one you choose)

a) Listening b) Speaking c) Reading d) Writing

Please say why? _____

8. The lessons are interesting. a) Yes b) No

Please say why or why not? _____

9. Computer games help me to learn French. a) Yes b) No

10. I find my text book helpful for learning French a) Yes b) No

Please say why or why not? _____

11. Everyone should learn a language at primary school. a) Yes b) No

Please say why or why not? _____

12. Did you learn French at primary school? a) Yes b) No (Go to no. 16)

13. Which year were you in at primary school when you started learning a language?

(Please circle the one you choose)

a) Year 1 b) Year 2 c) Year 3 d) Year 4 e) Year 5 f) Year 6

14. Did you enjoy French at primary school? a) Yes b) No

Please say why or why not? _____

15. Do you prefer French at: a) primary school b) secondary school

Please say why or why not? _____

16. Would you like to live in France or another country which speaks French?

a) Yes b) Which country? _____ c) No

Please say why or why not? _____

17. Are you looking forward to doing GCSE French when you are in Year 11?

Please say why or why not? _____

Appendix 11

Questionnaire Primary School Pupils

Date _____

School _____

Year _____

Boy _____

Girl _____

You do not need to put your name on the questionnaire. Please answer every question and please answer correctly. Thank you.

Which language are you studying? _____

What is your level? _____

If you do not know your level please tick here _____

(Please tick your answers)

- | | | |
|---|------------|-------------|
| 4. I like French. | a) Yes | b) No |
| 5. Learning French is easy. | a) Yes | b) No |
| 6. Learning French is useful. | a) Yes | b) No |
| 7. Learning French is fun. | a) Yes | b) No |
| 8. The lessons are interesting. | a) Yes | b) No |
| 9. French is my favourite subject. | a) Yes | b) No |
| 10. In my French lessons I like: | | |
| a) listening | b) reading | c) speaking |
| d) writing | | |
| | | |
| 11. We use a textbook. | a) Yes | b) No |
| 12. The textbook is interesting. | a) Yes | b) No |
| 13. Computer games help me to learn French. | a) Yes | b) No |
| 14. We learn to ask questions in French. | a) Yes | b) No |

15. We learn how to write short sentences in French. a) Yes b) No

(please tick all the ones you are learning)

16. In French lessons I learn how to say:

- a) colours b) animals c) numbers 1 – 100
d) how old I am e) where I live f) the alphabet

17. In French lessons I learn how to spell:

- colours b) animals c) numbers 1 – 100
how old I am e) where I live

18. Everyone should learn a language at Primary School. a) Yes b) No

19. I would like to study French at Secondary School? a) Yes b) No

20. I want to use French in my job when I leave school. a) Yes b) No

21. Have you been to France? a) Yes b) No

22. I would like to live in France or another country which speaks French.

- a) Yes b) No c) Which country _____

Please finish the following sentences:

23. I like French because
.....

24. I do not like French because
.....

Appendix 12

Questionnaire Secondary School Teachers

Date _____

School _____ Set _____ Year _____

You do not need to put your name on the questionnaire. Please answer every question and please answer accurately. Thank you for completing the questionnaire.

1. All pupils should learn a language at primary school. a) Yes b) No

Please say why or why not? _____

2. Do you believe that those who learn French at primary school have been well-prepared for the transition to secondary school? a) Yes b) No

Please say why or why not? _____

3. What do you consider to be their strengths? _____

4. What are their weaknesses? _____

5. Do you think that both those who have studied French and those who have not should be in the same class at the start of Year 7? a) Yes b) No

6. What are the advantages? _____

7. What are the disadvantages? _____

8. All pupils should learn a language at secondary school? a) Yes b) No

Please say why or why not? _____

9. It is possible for those who learnt French at primary school and those who did not to reach the same standard by the end of year 8. a) Yes b) No

10. Do you think languages should remain compulsory at Key Stage 4. a) Yes b) No

Appendix 13

Questionnaire Primary School Teachers

Date _____

School _____ Set _____ Year _____

You do not need to put your name on the questionnaire. Please answer every question and please answer accurately. Thank you for completing the questionnaire.

1. Can you briefly explain your role as a teacher of Modern Languages? _____

2. When was French introduced at your school? _____

3. How many lessons a week do the pupils have? _____

4. All pupils should learn a language at primary school. a) Yes b) No

Please say why or why not? _____

5. Do you believe that those who learn French at primary school are well-prepared for the transition to secondary school? a) Yes b) No

Please say why or why not? _____

6. What do you consider to be their strengths? _____

7. What are their weaknesses? _____

8. Which resources do you use? _____

9. Which teaching methods do you use? _____

10. Are the pupils motivated to learn a Modern Language? a) Yes b) No

11. Are you able to assess the pupils' level of motivation? a) Yes b) No

12. If you answered yes to question 10, how do you assess their motivation? _____

13. All pupils should learn a language at primary school? a) Yes b) No

Please say why or why not? _____

12. Do you think languages should remain compulsory at
secondary school beyond Key Stage 3? a) Yes b) No

Please say why or why not? _____

Appendix 14

Semi-structured Interview - Secondary School Pupils

School Date

Year Set Boys Girls

1. Do you believe it is a good idea for pupils to study French in primary school?
2. What did you learn at primary school?
3. Tell me what you remember now that you are at secondary school?
4. Did you learn to spell French words at primary school?
5. Do you think it is a good idea to go back over what you did you at primary school?
6. Were you put off by the fact that some of your class had already studied French at primary school?
7. Is French better now or do you prefer French at primary school?
8. Are the lessons interesting?
9. What do you like most about your French lessons at this school?
10. Is there anything you do not like about your French lessons at this school?
11. Do you think your textbook helps you to learn French? How?
12. Do you think learning grammar is useful or would you prefer to learn phrases and topic-based vocabulary?
13. Which do you prefer –listening, reading, speaking or writing in French?

14. Do you think everybody should learn a language?

15. Have you ever been to France?

Appendix 15

Semi-structured Interview – Primary School Pupils

School Date

Year Boys Girls

1. Do you believe it is a good idea for pupils to learn French at Primary School?
2. Which topics have you been learning?
3. Can you spell any of the words?
4. Which do you prefer doing in French – listening, speaking, reading or writing?
5. Can you write in full sentences?
6. Do you use a textbook? What do you think of it?
7. What else do you use to help you learn French?
8. Do you enjoy learning French?
9. What do you like most about learning French?
10. Is there anything you do not like about learning French?
11. Have you ever been to France?
12. Are your parents pleased that you are learning French?
13. Do you think everybody should learn a language?
14. Would you like to continue learning French at Secondary School?

Appendix 16

Interview with Head of Department Secondary School

School _____ Date _____

1. Have you any idea how many pupils arrive with a year or less of primary school French?
2. The classes are not set in year 7, what is the reason for this? Should they all be in the same class?
3. Do you liaise with the primary schools before they arrive? Do your staff teach at any of the primary feeder schools?
4. Do you believe the pupils who learn French at primary school are well-prepared?
5. What are their strengths and weaknesses?
6. Those who arrive with no primary school French or a year or less, how do you think they are coping?
7. Are your choices of resources and teaching style influenced by the mix of pupils who arrive in year 7?
8. Do you think those who learned French at primary school and those with less can reach the same standard?
9. Do you have a time frame by which both groups of pupils should have a basic knowledge of the language?
10. Are those with more French more enthusiastic in Year 7?
11. Is your scheme of work influenced by the mix of pupils?
12. All pupils regardless of ability should learn a language at secondary school, it has an educational value?
13. Do you think languages should remain compulsory at Key Stage 4?

Appendix 17

Observation Sheet

Date School Set

Girls: Boys:

Topic of the lesson

Resources

1. Target Language spoken by the teacher: less than 25% 50% 75% 100%

Notes:

.....

2. Target language spoken by the pupils: less than 25% 50% 75% 100%

Notes:

.....

3. Tasks:

.....

.....

.....

4. Pair-work Group-work Individual

5. Pupils on task

.....

6. Pupils talking

.....

7. Pupils willing to participate:

.....

8. Classroom management: Excellent Good Fair Poor

Notes:

9. Clear lesson objectives: Yes No Met Not met

Notes:

10. Evidence of learning:

.....

Appendix 18

Semi-structured Telephone Interview with the Teacher at Primary School 1

1. When was French introduced in your school?
2. What is your role and how many lessons of French do you teach per week?
3. How many lessons per week do pupils in Year 6 have per week?
4. Which resources and methods do you use?
5. How do you assess the pupils?
6. Do they seem to enjoy learning French?
7. What are the pupils' strengths and weaknesses?
8. Can you explain the arrangements made for the liaison between your school and the secondary schools?
9. Do you believe all pupils should learn a language at primary school?
10. Do you believe languages should remain compulsory at secondary school beyond Key Stage 3?

Appendix 19

Pilot Observation Schedule

ORAL	10 mins	20 mins	30 mins	40 mins	50 mins	60 mins
1 French spoken by the teacher						

Comments

2 Pupil response	Hesitant	Accuracy	Fluency	1 word	Sentence	No reply
------------------	-----------------	-----------------	----------------	---------------	-----------------	-----------------

Comments

3 English spoken by the teacher	10 mins	20 mins	30 mins	40 mins	50 mins	60 mins
---------------------------------	----------------	----------------	----------------	----------------	----------------	----------------

Comments

4 English spoken by the pupils	10 mins	20 mins	30 mins	40 mins	50 mins	60 mins
--------------------------------	----------------	----------------	----------------	----------------	----------------	----------------

Comments

LISTENING to the tape	On task	Off task				
-----------------------	----------------	-----------------	--	--	--	--

Comments

READING	Easy	Difficult				
---------	-------------	------------------	--	--	--	--

Comments

WRITING						
---------	--	--	--	--	--	--

Comments

Appendix 20

Results of the Pilot Pupil Questionnaire

Responses	Ability Group 1 n=22 Pupils	Ability Group 2 n=23 Pupils	Ability Group 3 n=13 Pupils	Total n=58 Pupils
1. I know my Level in French	11 (50%)	15 (65%)	12 (92%)	38 (66%)
2. I do not know my Level in French	11 (50%)	8 (35%)	1 (8%)	20 (34%)
3. I like French	16 (72%)	8 (35%)	10 (77%)	34 (59%)
4. Learning French is easy:	9 (41%)	9 (39%)	4 (31%)	22 (38%)
a) Words are simple	1 (5%)	1 (4%)	0 (0%)	2 (3%)
b) You get used to it	2 (9%)	2 (9%)	1 (8%)	5 (9%)
c) There is variety	0 (0%)	2 (9%)	1 (8%)	3 (5%)
d) The words are similar to English	5 (23%)	4 (17%)	0 (0%)	9 (16%)
e) It is fun.	1 (5%)	0 (0%)	2 (15%)	3 (5%)
4. Learning French is not easy:	13 (59%)	14 (61%)	9 (69%)	36 (62%)
a) The words are difficult	2 (9%)	2 (9%)	1 (8%)	5 (9%)
b) It is too hard	2 (9%)	2 (9%)	4 (31%)	8 (14%)
c) It is boring	2 (9%)	0 (0%)	1 (8%)	3 (5%)
d) It is confusing	7 (7%)	10 (43%)	3 (23%)	20 (34%)
5. French is useful	20 (91%)	12 (52%)	10 (77%)	42 (72%)
6. French is my favourite subject	1 (5%)	1 (4%)	0 (0%)	2 (3%)
7. I would like to use French when I leave	16 (73%)	5 (22%)	8 (62%)	29 (50%)
8. I enjoy most:				
a) Listening	4 (18%)	11 (48%)	6 (46%)	21 (36%)
b) Speaking	7 (32%)	5 (22%)	5 (58%)	17 (29%)
c) Reading	9 (41%)	5 (22%)	2 (15%)	16 (28%)
d) Writing	2 (9%)	2 (9%)	0 (0%)	4 (7%)
9. The lessons are interesting	15 (68%)	15 (65%)	12 (92%)	42 (72%)
a) We work in groups	0 (0%)	2 (9%)	6 (46%)	8 (14%)
b) The vocabulary is new	2 (9%)	7 (30%)	0 (0%)	9 (16%)
c) It is fun	5 (23%)	5 (22%)	5 (38%)	15 (26%)
d) We do more than one activity	8 (36%)	1 (4%)	1 (8%)	10 (17%)
9. The lessons are not interesting	7 (32%)	8 (35%)	1 (8%)	16 (28%)
a) We do too much writing	0 (0%)	2 (9%)	0 (0%)	2 (3%)
b) It is boring	2 (9%)	5 (22%)	1 (8%)	8 (14%)
c) We do not use computers	0 (0%)	1 (4%)	0 (0%)	1 (2%)
d) We always use the textbooks	5 (23%)	0 (0%)	0 (0%)	5 (9%)
10. Computer games help me to learn French	13 (59%)	15 (65%)	10 (77%)	38 (66%)
11. I find my textbook helpful	19 (86%)	22 (96%)	11 (85%)	52 (90%)
a) It explains each topic well	4 (18%)	3 (13%)	0 (0%)	7 (12%)
b) The glossary is very useful	10 (45%)	9 (39%)	7 (54%)	26 (45%)
c) It has all the information you need	5 (23%)	8 (35%)	4 (4%)	17 (29%)
d) I like reading	0 (0%)	2 (9%)	0 (0%)	2 (3%)
11. I do not find my text book helpful	3 (14%)	1 (4%)	2 (15%)	6 (10%)
a) It is confusing	2 (9%)	1 (4%)	2 (15%)	5 (9%)
b) It is boring	1 (5%)	0 (0%)	0 (0%)	1 (2%)

12. Everyone should learn a language at primary school	17 (77%)	13(56%)	8 (62%)	38 (66%)
a) It prepares you for secondary school	15 (68%)	9 (39%)	5 (38%)	29 (50%)
b) You will get better grades	0 (0%)	2 (9%)	0 (0%)	2 (3%)
c) It is good to learn more at primary school	1 (5%)	1 (4%)	1 (8%)	3 (5%)
d) It is easier when you are young	1 (5%)	1 (4%)	2 (15%)	4 (7%)
12. You should not learn a language at primary school	5 (23%)	10 (43%)	5 (38%)	20 (34%)
a) We have other lessons to do	0 (0%)	2 (9%)	0 (0%)	2 (3%)
b) You are too young	0 (0%)	3 (13%)	0 (0%)	3 (5%)
c) It will be boring	2 (9%)	3 (13%)	3 (23%)	8 (14%)
d) It will be hard	3 (14%)	2 (9%)	2 (15%)	7 (12%)
13. I learned French at primary school	13 (59%)	8 (35%)	9 (69%)	30 (52%)
14. I learned another language at primary school	0 (0%)	0 (0%)	1 (8%) (German)	1 (2%)
15. I started learning French in year:				
a) three	2 (9%)	1 (4%)	1 (8%)	4 (7%)
b) four	0 (0%)	1 (4%)	5 (38%)	6 (10%)
c) five	8 (36%)	3 (13%)	1 (8%)	12 (21%)
d) six	3 (14%)	3 (14%)	2 (15%)	8 (14%)
16. I enjoyed French at primary school	8 (36%)	2 (9%)	6 (46%)	16 (28%)
a) It was fun	4 (18%)	2 (9%)	2 (15%)	8 (14%)
b) It made me confident for secondary school	4 (18%)	0 (0%)	4 (31%)	8 (14%)
16. I did not enjoy French at primary school	5 (23%)	6 (26%)	2 (15%)	13 (22%)
a) It was too hard	1 (5%)	1 (4%)	0 (0%)	2 (3%)
b) It was boring	4 (18%)	4 (17%)	3 (23%)	7 (12%)
c) The vocabulary was too basic	0 (0%)	1 (4%)	1 (4%)	2 (3%)
17. I prefer French at primary school	4 (18%)	2 (9%)	2 (15%)	8 (14%)
a) We drew pictures	1 (5%)	0 (0%)	1 (8%)	2 (3%)
b) It was fun	3 (14%)	2 (9%)	1 (8%)	6 (10%)
17. I prefer French at secondary school	9 (41%)	6 (26%)	7 (54%)	22 (38%)
a) It is more interesting	0 (0%)	1 (4%)	1 (4%)	2 (3%)
b) The vocabulary is more challenging	7 (32%)	4 (17%)	0 (0%)	11 (19%)
c) You learn more	1 (5%)	1 (4%)	6 (46%)	8 (14%)
d) We use computers	1 (5%)	0 (0%)	0 (0%)	1 (2%)
18. I would like to live in France or another country which speaks French	7 (32%)	3 (13%)	1 (8%)	11 (19%)
a) I will be able to show I know some French	3 (14%)	3 (13%)	1 (8%)	7 (12%)
b) I like knowing about other cultures	4 (18%)	0 (0%)	0 (0%)	4 (7%)

18. I do not want live in France or another country speaks French	12 (55%)	18 (78%)	9 (69%)	39 (67%)
a) I am English	4 (18%)	5 (22%)	2 (15%)	11 (19%)
b) I will not be able to speak French	1 (5%)	6 (26%)	1 (8%)	8 (14%)
c) I prefer England	3 (14%)	4 (17%)	3 (23%)	10 (17%)
d) I do not like languages	1 (5%)	1 (4%)	0 (0%)	2 (3%)
e) Misunderstood the question	3 (14%)	2 (9%)	3 (23%)	8 (14%)
19. I am looking forward to doing a GCSE	5 (23%)	6 (26%)	2 (15%)	13 (22%)
a) I am doing well in French	1 (5%)	1 (4%)	0 (0%)	2 (3%)
b) I am curious about the GCSE	3 (14%)	3 (13%)	0 (0%)	3 (5%)
c) I will be able to show I studied French	1 (5%)	2 (9%)	2 (15%)	5 (9%)
19. I am not looking forward to the GCSE	14 (64%)	16 (70%)	9 (69%)	39 (67%)
a) It will be difficult	2 (9%)	0 (0%)	1 (8%)	3 (5%)
b) I will never use French	2 (9%)	1 (4%)	2 (15%)	5 (9%)
c) It is too soon to decide	10 (45%)	12 (52%)	9 (69%)	31 (54%)

Appendix 21

Replies to the Teacher Questionnaire – Secondary School (Pilot)

Responses	Teacher A	Teacher B
1. All pupils should learn a language at primary school	Yes	Yes
a) They learn much faster	1	0
b) They are more willing to try	0	1
2. Pupils should learn grammar at primary school	1	1
3. The pupils who learned French at primary school are well-prepared for secondary school	No	No
a) The teaching at all primary schools is not the same	1	0
b) There is little structure in place for progression	0	1
4. The primary school pupils' strengths are:		
a) They have some basic French	1	1
5. The primary school pupils' weaknesses are:		
a) No grammar	1	1
6. Both those who have studied French and those who have not should be in the same class in year 7	1	1
7. The advantages of being together:		
a) Their enthusiasm can motivate the others	1	1
b) They can be used to help the others	1	1
8. The disadvantages of being together		
a) Those with French can become bored	1	1
b) They are often not chosen to answer questions	1	0
9. All pupils should learn a language at secondary school	Yes	Yes
a) It broadens the pupils' minds	1	0
b) It makes pupils more tolerant of other cultures	0	1
c) It trains the brain to use a code	1	0

Appendix 22

Replies by the teachers to the questionnaire Secondary School A and Secondary School B Time 2

	Secondary School A n = 3	Secondary School B n = 3
1. All pupils should learn a language at primary school	3	3
a) Easier to learn when the pupils are younger	3	2
b) It helps primary to secondary transition	1	1
c) They are less self-conscious	1	0
d) It helps them to get used to the sounds of the language	0	1
2. Primary school pupils are well-prepared for secondary	2	2
a) Yes, the pupils show more confidence	1	0
b) Yes, they have a better understanding of the language	1	2
c) No, they have not been taught by Modern Languages specialists	1	1
d) No, they have not followed a specific Modern Languages curriculum	1	1
3. The pupils strengths are:		
a) They have basic vocabulary in French	2	1
b) The pupils show enthusiasm	1	1
c) They are able to pick up new vocabulary more quickly than those who did not study French at primary school	1	2
4. Their weaknesses are:		
a) Sometimes they forget basic vocabulary	1	0
b) They become bored quickly	1	0
c) They cannot construct new sentences	1	0
d) The vocabulary and topics covered at primary school are too varied	0	1
5. Those with primary school French and those without should be in the same class	3	3
6. There are advantages		
a) Yes, pupils with primary French can help the others	3	1
b) Vocabulary previously learned can be reinforced	0	2
7. There are disadvantages		
a) No, those without primary school French have to catch up with those who know more French	3	1
b) No, those without primary school French begin to feel less confident	0	2
	0	1

c) Those with primary school French are held back		
8. All pupils should learn a language at secondary school	3	2
a) Yes, they have more options later on to study, travel and work	2	2
b) Yes, they obtain more knowledge about other cultures	1	2
c) No, there is too much pressure on pupils to obtain good exam results	0	1
9. It is possible for both those with and without primary school French to reach the same standard by the end of year 8	2	3
10. Modern Foreign Languages should remain compulsory at Key Stage 4	3	3
a) Yes, for those pupils who are good at languages	1	The reasons were not given
b) No, The weak pupils struggle	1	
c) No, Pupils with weak numeracy and literacy skills should concentrate on those.	1	

Appendix 23

Transcripts of the Group Interviews

Transcript 1

Secondary School A Year 7 Time 1 November 2010

Five pupils with more than one year primary school French were interviewed together.

Some of the questions prepared for the interview were not asked in order to keep within the 30 minutes arranged.

1. Do you believe it is a good idea for pupils to study French in primary school?

Lucas: It is a good idea to prepare for the GCSE.

Serena: No, it's a bit of a waste of time.

Researcher: Why?

Donald: No, we have lots of pressure 'cause of...

Lucas: Yeah.

Carolina: [SATS

Jane: [SATS

2. What did you learn at primary school?

Donald: Colours, numbers, how to say hello [songs.

Lucas: [animals...birthdays.

Serena: Yeah.

Carolina: Shops.

Jane: ...ehm ... hello, birthday ... ehm ... numbers 1-30.

3. Tell me what you remember now that you are at secondary school?

Serena: Numbers ... ehm ...

Donald: Animals, days [of the week.

Lucas: [of the week.

Carolina: Colours.

Jane: Not much ... ehm ...

Researcher: Why did you say not much?

Jane: It was boring at primary.

4. Did you learn to spell French words at primary school?

Lucas: No.

Serena: None of us did. (Three of them went to the same primary school)

5. Do you think it is a good idea to go back over what you did you at primary school?

Lucas: Yeah, 'cause in the holidays you forget it.

Donald: It's a waste of time going back over it 'cause you already know most of the stuff.

Jane: I'm not sure ... 'cause...ehm...I suppose so.

Serena: Same as [(Donald.

Carolina: [Donald.

6. Is French better now or did you prefer French at primary school?

Carolina: I preferred primary 'cause it's less, ehm...work.

Lucas: Secondary's better [you don't ...

Donald: [(do) much at pri ...

Serena: [...mary school.

Jane: You only learn one thing per month.

7. Are the lessons interesting?

Lucas: Yeah, the work is really easy.

Carolina: No, it's just too hard.

Serena: Yeah, in any case we're carrying on from year 6.

Donald: Yeah.

Jane: Yeah, I agree.

8. What do you like most about your French lessons at this school?

Carolina: Nothing.

Researcher: Why?

Carolina: Don't like French...don't like it.

Lucas: Games ...

Jane: Quiz[es

Serena: [es and Miss uses the interactive whiteboard.

Donald: ...the classes are fun.

Researcher: Why are they fun?

Donald: ... they just are...ehm...we don't just keep writing...we play [ga.....

Lucas: [games.

Donald: Yeah.

9. Is there anything you do not like?

Jane: When we just write exercises [from the book.

Lucas: [from the textbook.

Donald: Speaking in front the class...people might laugh...actually...yeah, they laugh.

Serena: No.

Carolina: All of...it.

10. Do you think learning grammar is useful or would you prefer to learn phrases and topic-based vocabulary?

Lucas: I think it's silly doing that, that's why I don't get it.

Researcher: Doing...grammar or learning topics?

Lucas: The grammar.

Jane: I prefer the topics.
Donald: Me too, the topics, it's easier...Miss keeps going on about masculine and feminine...it's...
Lucas: [Yeah.
Donald: [Hard.

11. Which do you prefer – listening, reading, speaking or writing in French?

Carolina: Listening.
Donald: And me.
Jane: Listening.
Serena: Listening.
Lucas: Speaking, I like talking French...it's good. I get to...ehm...yeah talk.

12. Do you think everybody should learn a language?

Lucas: It might help you later.
Donald: Dunno, say you never go to France?
Jane: Not unless you're going to France.
Serena: I'm not sure, 'cause what if you're...ehm...what if you don't want to live in France?
Lucas: It might help you later in life.
Carolina: Say you never go to France, what's the...point?

13. Have you ever been to France?

Carolina: No point.
Donald: [Yeah ...
Serena: [Yeah, (I) went to Paris.
Donald: ... with my mum and dad, when I was little.
Researcher. Have you visited France since then?
Jane: No.
Lucas: No.
Researcher. Would those who have not been like to go?
Lucas: Yeah, I want to see the Eiffel Tower.
Jane: Not really bothered...ehm, I dunno.

Secondary School A Year 7 Time 1 November 2010

1. Do you believe it is a good idea for pupils to study French in primary school?

Albert: [countries.

Researcher. Why do you think it is not a good idea?

Eden: Yeah, 'cause...like...we have to study for SATS.

Steve: The work was really easy.

Researcher: What do you think? (I turn to Sheila).

Sheila: I dunno...I didn't do it at primary.

Arthur: No, some of the others don't know that much.

Steve: 'Cause they don't [know...

Riley: The teacher goes over everything anyway...so...ehm...we get [to

Albert: [to catch up.

Steve: [Yeah.

Olive: [Yeah.

Eden: We sometimes work in groups so we get to work together...so it's not that bad if you don't know [something...]

Steve: [something I get to ask my friend.

Sheila: Yeah me too.

3. Are the lessons interesting?

Eden: It's better than primary...we (get) to do more interesting things...like play games.
Albert: We get to do fun things...games and quizzes.
Olive: Miss uses the interactive whiteboard [so....
Riley: [so we get to join in.
Arthur: They're ok I suppose.
Researcher: Why do you say ok?
Arthur: Sometimes the lessons are fun but I don't like it when we just work out of the textbook.
Researcher: And Sheila, what do you think?
Sheila: I like it when we get to work together and...and when we go on [com...
Riley: [computers
...that's good.

4. What do you like most about your French lessons?

Sheila: Working on computers.
Olive: Yeah, me too.
Arthur: Playing games.
Researcher: What kind of games?
Arthur: Games on 'Linguascope' that Miss puts on the board then [we...can... up to
Riley: [we ...run up to
take part.
Arthur: It's good when we do that.
Researcher: Eden and Steve, what do you like most?
Eden: Working with my friends...in groups.
Steve: Going on the computers.

5. Is there anything you do not like about learning French?

Olive: When I don't get it ...learning vocab. and stuff [is hard.
Riley: [is hard.
Arthur: The teacher don't always explain stuff, so I don't get it sometimes.
Albert: Yeah that's right...ehm ...and the, the textbook [the glossary...
Arthur: [the glossary...
Sheila: [the glossary don't always...
Albert: [...have the answers so I have
to look things up.
Olive: I hate looking up words all the time.

6. Do you think grammar is useful or do you prefer to learn phrases and topic-based vocabulary?

Olive: I hate grammar.

Albert: Me too...I don't get all that masculine and feminine stuff.

Sheila: Nor me, why can't everybody speak English?

Riley: Oh...Miss...(directing his mark to Sheila)...you're not allowed to say that..., that's racist. (He laughs).

Arthur: I don't mind learning about colours and stuff and school like histoire and stuff but [everything is ...

Riley: [everything is back to front in French.

Researcher: What do you mean by back to front?

Riley: I ...ehm ...I dunno..

Eden: The colours and the words are the wrong way round.

Arthur: Yeah.

Riley [Yeah.

7. Which do you prefer – listening, reading speaking or writing in French?

Olive: Listening ...when you ...ehm...listen...it helps you (to) repeat it.

Arthur: Me too...ehm...listening you can...ehm...you can get to understand it.

Sheila: Speaking 'cause if you keep...ehm...ehm...saying it, it will...ehm...stay in your head.

Eden: Speaking, I like taking.

Albert: Listening ...ehm...when you hear it you know how to say it.

Steve: Speaking...I get to practise saying the words.

Riley: Speaking...ehm...'cause, 'cause, it's easier.

8. Do you think everybody should learn a language?

Arthur: No, they might not want to, so why should they.

Albert: No, suppose you don't want to go abroad...don't see the point.

Olive: Yes, I went to Paris, I didn't speak French though...but it would be good to speak to the people.

Researcher: Does anybody else think everybody should learn a language?

Riley: No, it's too hard.

Eden: It's ok...I don't want to live in France.

Researcher: Why not?

Eden: I like England...don't want to live anywhere else.

Steve: ...ehm...no...no point if you don't want to get a job speaking French...any way I'm English, (I'm going) to stay here.

Sheila: No...(I) prefer England and I would miss my family if I went abroad.

9. Have you ever been to France?

Olive: Yes

Arthur: No, I haven't.

Researcher: And the others?

Albert [No

Eden: [No

Steve: [No

Riley: [No

Transcript 3

Secondary School A Year 7 Time 2 June 2011

Six pupils with no more than one lesson primary school French were interviewed together.

1. Have you enjoyed your first year at secondary school?

Riley: No, French is hard.

Eden: Sometimes, French is hard.

Arthur: No, I don't, don't like French, it's...ehm...too hard.

Sheila: No, I dunno why, it's..ehm..I dunno, just don't like it.

Jane: No, don't like it, don't get it.

Albert: Nor me.

2. Did you enjoy any of it? What did you enjoy most?

Eden: The games.

Arthur: The games and com[pe...

Albert: [petitions those were ok.

Riley: Yes, I agree, and I like the films.

Sheila: Games and stuff on the whiteboard.

Jane: The interactive whiteboard.

Sheila: Yeah, the interactive whiteboard when you get to, get to go to, to the front
[an...

Eden: [and take part, that's fun.

Arthur: Yeah.

3. What did you like least?

Sheila: It was easy at the beginning but then it, it was hard. No I don't get it.

Jane: New topics introduced and the teacher didn't give enough [ex...

Arthur: [explanation, so I
didn't get it sometimes.

Eden: Working on my own, I like working in a group.

Arthur: I didn't know the vocab...so it is hard.

Albert: The poor behaviour spoils it, it ma...makes it harder to...

Riley: It makes it...ehm...you can't concentrate.

4. Which did you prefer – listening, reading, speaking or writing?

Jane: Listening, you don't have to do much.

Eden: Listening.

Arthur: Listening.

Albert: Listening.

Riley: Listening.

Sheila: Listening.

5. Did your lessons include grammar and how did you get on with it?

Arthur: Yeah, but I don't get any of that masculine stuff.

Eden: Nor me, why do we have to do it anyway? It's all the right way round in English.

Jane: It's too hard, don't see the point.

Riley: Pointless.

Albert: Don't get it...ehm...ehm...it's too hard anyway.

Sheila: You have to make things agree it's a pain.

6. Were you put off because some pupils knew more French than you?

Albert: Yes, the others were too far ahead.

Riley: I don't think so.

Arthur: I didn't always know what Miss was going on about.

Sheila: No, not really.

Arthur: Yeah, some know more than me.

Eden: No, some of them³⁵ find it hard too, my friends told me.

7. How do you think your teacher coped with pupils in the class with different levels of French?

Riley: She coped OK. If a few didn't know she went [over...

Sheila: [over it again.

Eden: Or...ehm...if it was 1 or 2 pupils she spoke to them on their own.

(The others nod in agreement).

8. Now that you have completed a year at secondary school, do you think pupils should study a language at primary school?

Riley: [Yes.

Arthur: [Yes, for secondary school.

Albert: Yes, I suppose so.

Riley: Not really.

Sheila: No.

Eden: Yes.

9. How does your first year of secondary school French compare with the experience you had at primary school? Which do you prefer?

Sheila: I prefer primary, French now is too hard.

Jane: Primary, it was...was easier.

10. Do you think everyone should study a Modern Language?

Jane: Yes, so you can talk to foreign people.

Eden: No, I don't want to live abroad.

Albert: Definitely not. I'm English anyway.

Riley: No, you might not want to...to live in France anyway.

Arthur: Don't think so, England's better and my...ehm..

Eden: And my family's here.

³⁵ Reference to the pupils with primary school French.

Sheila: And mine so I'm staying here.
Albert: And me.

Transcript 4

Secondary School A Year 7 Time 2 June 2011

Eight pupils with more than one year primary French were interviewed together. Some questions prepared for the interview were not asked in order to keep within the 30 minutes arranged.

1. Have you enjoyed your first year of French at secondary school?

Lucas: No, because we did not get enough explanation.

Donald: Yeah, she did not explain properly and [I cou...

Serena: [I couldn't, couldn't get it.

Martin: Me neither, and any(way) there was too much copying [from ...

Lucas: [from the board.

Carolina: Lessons were interrupt...ehm ..ted be..because of poor behaviour.

Jane: The teaching was not interesting.

Serena: The teaching was alright sometimes but she didn't explain it all so [it...

Jerome: [it was hard.

Harry: It was rubbish.

Serena: No it wasn't, it was just hard, some..sometimes.

2. Did you find the year difficult or easy?

Lucas: It was easy at first then it became too hard and [it was...

Serena: [it was difficult to learn because of the behaviour.

Donald: It was hard.

Jane: It was easy when, when I was wor..working from the book, it has the [ans....

Martin: [...swers.

3. What did you enjoy most?

Harry: Didn't like none of it.

Serena: The games and...ehm ...

Jane: Yes and the competitions.

Serena: The films.

Lucas: The competitions.

Jerome: I liked when we played games on the board.

Donald: When Miss used the whiteboard it was [goo..

Carolina: [good.

Martin: Don't know really 'cause sometimes it was ok and sometimes it, it wasn't.

4 What did you enjoy least?

Martin: Copying from the board.

Serena: And from books.

Lucas: Guessing the meaning of random words.

Donald: Sometimes the teacher went too quick.

Carolina: Yes, so I didn't get it sometimes.

Jerome: True, me neither.

5. Which did you prefer – listening, reading, speaking or writing?

Donald: Speaking, you can actively do something and take part.

Lucas: Writing.

Serena: Listening.

Carolina: Speaking.

Martin: Speaking.

Serena: Listening.

Jerome: Listening.

Jane: Speaking.

Harry: Listening.

6. Did your lessons include grammar and were you put off by it?

Serena: Yes but there wasn't enough explanation.

Lucas: I wasn't put off but it, there, it wasn't explained properly.

Harry: Don't see the point of it...ehm...

Martin: Yeah, everything is the wrong way round.

Donald: Masculines and feminines, what's the, I don't [see..

Carolina: [see the point, sometimes.

Serena: Don't know why we have to learn it ...ehm...it's too hard.

Jane: The grammar is hard, I just like doing like the...like the things, I mean the ...

Lucas: ...the topics.

Jane: Yes, the topics like numbers and things like that.

Jerome: I don't like grammar it's hard.

7. How do you think your teacher coped with pupils in the class with different levels of French?

Lucas: She goes over everything too much

Researcher: But you said earlier that everything isn't always explained clearly.

Lucas: I mean she keeps going over the easy stuff like numbers and colours and stuff. That's easy.

Serena: She coped very well.

Donald: True, I think so.

Jerome: Me too.

8. Now that you have completed a year at secondary school, do you think pupils should study a language at primary school?

Jerome: It's not worth doing it at primary ['cause...

Martin: ['cause you can do it at secondary school.

Lucas: Yes, but you should be able to pick the language you want to study.

Carolina: Yes, 'cause if you pick, it would be more interesting at primary school.

Harry: No, it's a waste of time, didn't learn anything anyway.

Donald: No, you do it all at secondary anyway...ehm...waste of...waste of time doing it at primary.

Serena: Still think it's a waste of time doing it at primary, learnt it all here now anyway.

Jane: No, didn't enjoy it.

Serena: No, French is hard don't really like it but still prefer secondary, primary was boring.

Transcript 5

Secondary School A Year 8 Time 4 March 2012

Two pupils with primary French and two pupils with no more than one lesson of primary French interviewed together

1. Those of you who did languages at primary, do you still think it prepared you for secondary school languages?

Donald: It did and it didn't like 'cause when, when you're in Primary School you don't learn as much as when you're in secondary school.

Riley: No there's like three of us all came from the same Primary School we didn't do a language in Primary School anyway so it was like a big change like going from not learning a language to learning a language in secondary.

2. Do you think now that ... ehm ... you've almost finished the end of the second year that you wish you had studied a language at primary school?

Riley: I don't think so because the teachers we've had they've been really good, so I reckon I've caught up...ehm...no problem.

Researcher: OK what about you Serena do you think it would have made any difference at all? (She shakes her head) Why not?

Serena: Ehm...because I think that...ehm...I don't know I just don't think it made a difference.

Researcher: Thanks Serena, so what about you Riley do you think you've caught the others up or, what's your opinion? I mean Donald sorry.

Donald: Ehm ... like well it weren't really like, like I don't really, it didn't really make a difference because like we didn't really learn a lot at primary we was like just learning the same thing over again and there was like three words and...ehm...yeah it was just not as good as it is here because like you get to learn more stuff....

Researcher: So, are you saying you should do languages at primary or secondary school?

Riley: Yeah, like it gives you more of a...ehm...like opportunity and all that in your exams and that.

Donald: I think it depends on like how much you understand it and like it though because if you don't like it, learning it at a young age it's how much will you like it learning it at an older age, where you've got more of your own opinion.

3. And do you think, do you think your lessons are interesting here?

Riley: Some of them yeah

Researcher: What makes them interesting? If I remember, last time we spoke you didn't like French.

Riley: Like because sometimes in French and German you play games like knowing our German we play like hang man on the board like you have to basically guess what the word is and if we get it right then you get merits and that.

Researcher: So you like playing games?

Donald: Yeah we play like in German as well like and French we do like we've got cards with like the stuff we've been learning that day and then sometimes at the end like you're holding a card with...ehm...like others like you go like you give the words in French to describe it and you've got to try and guess what it is....

Riley: ...and like you get merits and that (unclear) as well.

Researcher: Do you think you would still learn the language even if you weren't playing games though?

Riley: Yeah

Serena: I think you would still learn it but you'd probably wouldn't pay that much attention because sometimes games actually do help because it makes it more like entertaining 'cause if you just like sitting there reading a text book 'cause you're not really taking everything in.

Researcher: Right. If they were to take all the games away do you think you would still say that you enjoy learning a language or are you actually relying on the games to make it interesting?

Donald: The lessons have to be interactive to take it in...

Researcher: Why?

Donald: Because like we're still young and like our brains don't process.

Riley: You can't just sit there reading out of a book and writing you need to be involved with the work.

Olive: You need to like say it so you know what it is.

4. So, Olive, which do you prefer doing then when you're learning a language listening, speaking, reading or writing?

Olive: Speaking

Researcher: OK and what [about

Olive: [Because like if you, if like I was better at French I'd be able to speak fluid³⁶ French but I stop and pause in between every word but I still know it.

Researcher: Do you think that you'd want to go and live in France or...

Olive: No

Researcher: You prefer speaking but you still wouldn't want to live there?

Olive: No

Researcher: Why?

Olive: I don't know it's, I don't know like I've been told that France is not a nice place. (Laughing)

Researcher: Have you been?

Olive: No

Researcher: Well how do you know?

Olive: (Laughing) My Dad told me. (Laughing)

Researcher: OK Olive I know you've never been to France and your telling me you don't want to go, so Donald have you ever been?

Donald: No

Researcher: Would you like to go?

Donald: I'd like to go because like Disney Land and that and like the Eifel Tower and that but that's about it.

Researcher: And Serena?

Serena: Ehm...yeah I've been.

Researcher: You've been.

Serena: Yeah

Researcher: Would you live there?

Serena: Ehm...depends where.

Researcher: What would sway your decision one way or the other?

Serena: Ehm...I'd go to somewhere where a majority speak English because if everyone's speaking French then I just wouldn't be able to understand them.

Researcher: And you wouldn't want to take the trouble to try and to understand them?

Serena: Ehm...It would take too [long ...

Donald: [Because we're only doing it like a couple of like..

Researcher: Really?

Donald: Yeah, like we're only doing it like a couple of hours a week like if you're actually living there you're gonna be learning it non stop.

Serena: I learnt to speak French

Researcher: Did you, when?

Serena: I learnt to speak a bit of French when I went to Paris.

Researcher: When was that?

Serena: But I can't remember it now.

³⁶ I believe she meant fluent.

Researcher: That's a shame, does that disappoint you?

Serena: No, not really.

5. Right, Olive said that her favourite is speaking, Donald what's yours?

Donald: Like my, mine is speaking as well because it's easier to do because you haven't got, like when you're writing you have to put like down all, the like down all the like the little other bits of it, you've got to remember how to like join the words properly and that and like I'm not really confident in speaking in front of like the whole class but it's better than writing I think.

Riley: I think speaking because like if you speak it you tend to like learn how to write it better because if you pronounce it because I know in like French you get the accent on the 'e' and you have to pronounce it like an 'a' sound...

Researcher: Right

Riley: So like if you learn well that's pronounced as an 'a' sound so like you've got the accent on the 'e' when you write it.

Researcher: And Serena?

Serena: Ehm...I think speaking as well because I think I like just like enjoy it more because when you're listening sometimes it's hard to like understand what they're saying because they, they pronounce it differently to how you would pronounce it...

6. So, Olive, are your parents pleased that you're learning another language?

Olive: Not really but I think that if, if I don't enjoy it and I don't really listen, like say if I don't enjoy it and like I don't really want to take it in it's a waste of like time because I really could have been learning something else.

Researcher: What about the others?

Donald: My Mum, my Mum cares because like two of my cousins are French and it helps like when they're over in like England and when I go to visit them but other than that my Mum's like well at the end of the day if you want to go live in another country that's your decision to learn the language or not.

Researcher: Right. Would you live there?

Donald: Probably it looks like a nice place.

Riley: You're alright though you've got all the things...

Olive: My dad, my dad's 'cause he's been like to Paris and that my dad goes like the living places of France.

Serena: The living places?

Olive: No like in Paris it's like all like fancy and like say you go to other parts of France it's like not as nice. Do you know what I mean? It's like us compared to London.

Researcher: Wouldn't you like to go and see for yourself?

Serena: Yeah, 'cause everyone's opinion's different.

Donald: Exactly, yeah.

Donald: 'Cause like my Uncle lives out there as well, he used to live out there he moved back to England like 'cause he didn't like it.

Researcher: What about your parents then Riley, do they think you should learn a foreign language?

Riley: Yeah my Mum like she's always making me learn like (unclear) that I don't really like, like learn a lot of stuff that I'm not really good at but, it's like I guess it will like help me when you're older and that lot if you learn it when you're younger.

Researcher: And what about you Serena?

Serena: Ehm...I don't, I don't think my parents really mind, they say if you enjoy it then you should do it because like it's good to be like multi-cultural, like s say if you go to different a country then it'll help you out in later life as well because say if you travel then you'll need to know a language because you can't really do anything if you don't really know the language.

7. Would any of you like to use a language when you leave school?

Donald: I know I want to work in London.

Researcher: OK does anyone think that they can see languages being a useful skill to use in their, in your jobs?

Serena: No.

Olive: No.

Researcher: No? What are you wanting to do Donald?

Donald: I'm not quite sure (laughing) but like I don't know but I probably won't use stuff with language in it though because...ehm...because...ehm (Unclear)....

Researcher: Alright and what about the others? Do you know what you want to do?

Donald: Ehm ...

Riley: Follow Harry Styles every day. (Laughing). Go on tour with him and then you'll know languages.

Donald: I'll be, I'll be an interview or so I can interview (people).

Riley: But you'll probably have to take languages with that in case you interview someone from a different country.

Researcher: It is something to consider.

8. Thanks and Serena, do you think...ehm...everyone should learn a language?

Riley: It depends really

Donald: It depends what you want to do when you're older

Olive: Yeah 'cause as you get older you have more vision of what like what you're going to be like and how you're gonna do things and then like you can see like if it's gonna help you then you'll enjoy it and you'll be like yeah I can do this but if you're not doing anything to help with it it's no point you doing it it's just a waste of time.

Researcher: Right

Donald: Yeah I agree with Olive

Researcher: You agree with Olive?
 Donald: Yeah
 Researcher: OK what about Riley?
 Riley: It depends how you want to really look at it because if you look at it thinking yeah that could help me when I'm older then take it but if you look at it and think well I'm not gonna do anything involved in a language, so I think like at the end of the day it's your decision whether you want to work in a company or business where you need to know a language compared to one where you don't.
 Researcher: So you are saying you don't mind learning French but you don't want to use languages in your jobs?
 Serena: Ehm...I think it depends as well because some people say that like they don't need to learn a language because most people in the world speak English anyway but I think if they're taking the time out to learn your language then you could take the time out to learn their language as well but it also depends on what you want to be in your career when you're older.

9. Is there anything that you don't like about learning French?

Riley: French is alright.
 Researcher: So you do enjoy it?
 Donald: It can be alright some of it's like really hard and then like some it's really easy....
 Riley: I think it depends
 Donald: It depends on what [topic
 Riley: [you're doing.
 Serena: Ehm...can I say about the teacher as well?
 Researcher: I would prefer you did not.
 Serena: Yeah I'm going to give (unclear) because I think with the teacher they don't really capture your attention as much, she just says it but without everyone really paying attention. I can't explain it properly.
 Researcher: OK I think I get the gist of what you're saying but remember no teachers names please.
 Riley: I hear you.
 Researcher: Right look at the time. Thanks everyone. We'd best leave it there, it's time to return to class.

Transcript 6

Secondary School A Year 8 Time 4 March 2012

Three pupils with primary French and three pupils without primary French interviewed together.

1. Now that you've had time to reflect, it would be interesting to see if your view's changed when I met you in Year 7 as to now? So question number one is do you still think it's a good idea for pupils to do French at a Primary School?

Lucas: I do think yes and no because like, I was like if you want to use it in your ...ehm...like future life say like as a job I don't think that you'll really need it. I don't think, I don't think you'd really need it in like your future life, say like you're going on holiday to France then like you'd know how to communicate, see how other people live like you know, like you'd feel like you're with them and like on the whole like it's not really, you don't really need it.

Researcher: OK, thank you, that was Lucas' opinion anybody else?

Albert: I think you should have a choice whether you should do it or not because some don't need to do it and they're like it's just a waste of a lesson and they could be learning different skills, they're wasting their time with French, I don't see the point that I need French as a whole because I won't want to use French in what I want to do when I'm older.

Researcher: [But ...

Albert: [But some people might want to do it, they might want to take the option to do it in Primary, I didn't do it I'm doing fine as now without doing it.

Researcher: [Do you ...

Albert: [Some people might think that they needed it.

Researcher: Right and do you think you might change your mind, I mean do you know already you definitely won't need a another language?

Albert: I definitely know I won't because what I want to do because I definitely know I won't move to France, I won't need to speak to people in French, I'll just use technology to do it which is going out now so...

Researcher: [So...

Jerome: I don't think, I mean, I think you need French when you're in Primary School because if you just learn like basic English and like History and that ...ehm...you wouldn't like know, you wouldn't know other people's cultures, how they live, how they speak and that. So, say like if you go to France or Spain or wherever on your holiday you wouldn't want to like...ehm...not communicate because you never know some, the reception might not know any English.

Researcher: Does anyone else agree with Jerome? Sheila what do you think?

Sheila: (Pause) I don't know.

Researcher: OK, Martin?

Martin: I think in a way I think I agree with Lucas that in a way it's important that people learn a language because when they get their job when they're older they could get like a better pay and they could know like the other person, the other countries or places point of view when in their language.

Albert: And if you was to like take like a job where it involves like moving around a lot if you like already know their language then it would be easier for you to like cope there instead of just getting.....

Lucas: It doesn't have to be French.

Serena: No 'cause like any language

Jerome: But that's what the question is, is it important to use French in Primary ...

Albert: Yeah

Jerome: Yeah say like you're moving to like...ehm...It'd be better to like when you have to learn a language in Secondary School like, like a bit more like a little boost.

Lucas: So like you're used to learning French so you're going to think you've got that in your mind so that you knew how you learnt that so now it's going to be easier for you to learn German because you've already learnt French so you'll know how to, you know how you learnt that so you're going to do exactly the same thing for German so you've got both languages.

Researcher: Are you saying you don't mind learning a language, it just doesn't have to be French?

Eden: Yeah, depends where they want to go in their life, if they want to like go to Japan then they'll learn Japanese but if they'll go like, if they want to go Germany then they'll need German, they won't like yeah they won't necessarily always need French, as he said. And he said they won't necessarily always need French they might need like other languages

Lucas: So that's why I said you should be able to choose what languages you do.

2. OK my next question is...ehm...do you, do you enjoy learning French, why or why not? Please remember we're not criticising members of staff.

Lucas: French is basically it's just copying down the book it's like not as interesting. Some lessons they're different from others but I think the way people learn like I think she should make it more interesting because you won't really learn from copying down from books just writing it has to stick in your head you have to memorise it, so I don't think it's interesting, I don't think it's very interesting.

Researcher: OK. Jerome?

Jerome: I think that it's boring because Miss doesn't, she just says do this, this, this and this in the book where, what I like to do is when I get told by the Teacher what, how to do it so explain more because what she just normally does writes it up on the board, tells us to copy it, gives us an example and

then we have to do the activities which I don't think that will stay in my mind, it will stay in mind better if someone actually said to me this, this and this, that's why it's there, that's what it says in English that's everything that's...

Martin: Yeah and like, if instead of like as Jerome said instead of like copying it off the board we could like do like a little like language game or something it would help us remember it, then like different people like learn different ways like they might learn like listening or like doing things so then the teacher should like know that and then should like do, they should explain the work and all them three different ways and then everyone would be able to understand it and remember it.

3. That's interesting because nobody's mentioned computers...ehm...do you use them? Do they help you to learn French?

Sheila: [No.

Jerome: [No.

Researcher: Do you think they would help because...ehm...

Albert: No I don't think (unclear). I prefer when they do it on the board, if they do games or, I can only learn visually.....

4. How do you think you are doing in French? Do you know your levels?

Sheila: I don't know, I think it's below a three.

Researcher: Are you sure?

Martin: You can't be below three.

Eden: No way.

Lucas: Some people in our class have the lowest grades. I'm being serious ...

Researcher: Are you?

Sheila: Mine's below level three.

Martin: I think my level's right about 4A I think 4B but I think I could do better.

Eden: But 4A is the highest you can get.

Martin: No because I did it in because I did it in Primary School as well, I think I started in Year 4 or 5 and then I carried it into like the beginning of Year 6.

Jerome: Lucas has done Prim...ehm...Primary learning French and he's got 6 or something or whatever he's got but then you've got Eden who didn't do it that's still got level 5, he did it in Primary he's got higher you didn't do at Primary you still get high but it wasn't as high as the Primary one.

Lucas: Honestly I think I never learnt anything in Primary I think Primary was just fun and games, I don't remember one bit I learnt in Primary School, Primary School just like fun and games you never really learnt anything, it was basically like just acting out just you know, but like in Secondary School it's like more focused you actually learn, you need to learn it like you know you have to learn it and like that's why like I bet if I never did it

in Primary School I bet I'd still have the same level 'cause like it's all about like in Primary School like you sort of not as focused as you are in Secondary School.

5. I've asked this one before so again wanted to see if you're like, if your opinions have changed. Which do you prefer the listening, reading, speaking or writing and why? OK Eden?

Eden: Ehm...I think listening, (because) it is easier.

Researcher: Why? There must be something about it that makes it easier.

Eden: Ehm...I think, because I'm only saying it because you already know how they pronounce it but reading you're not going to know how to pronounce it ...and writing you wouldn't know how to spell anything so you will lose a mark.

Researcher: Sheila?

Sheila: Ehm...ehm...writing because you might not know how to spell it and then you write it out and you might learn how to spell it.

Researcher: OK, Martin?

Martin: I think the listening is simpler.

Albert: Where all you do is just listen to the Teacher but I think the speaking gets you more involved and I think you learn more by speaking it.

Researcher: Lucas, which one do you prefer?

Lucas: I prefer the speaking one.

Researcher: OK and Jerome?

Jerome: I hate the speaking because I'm useless speaking quite a lot, getting my point of view.

Other pupils: (Laughing)

Lucas: Ehm...I prefer speaking because like you actually you don't copy, it's not like writing where you just copy down you actually learn it, you speak and like you know how to pronounce it and you'll become more fluent in it and it'll be going in your head more because like, I tend to like when I talk I remember things, other than writing where you just copy down or you forget it but like speaking you'll actually know how to say it and you'll like it proves that you will actually know it...

6. Are you parents pleased that you are learning French?

Albert: Alright...ehm...my Mum's not really worried if I do learn French or not 'cause she's not really, she knows what I wants to do, want to do in life so she just thinks keep on Maths and English more than French because Maths and English are more important if you're working in England.

Researcher: OK.

Lucas: Like me my Mum and Dad are more particular on other subjects than French, say like I get like a C or B in French they wouldn't really mind as

much as other subjects, say ehmm say like they honestly like they care more about other subjects than French, I think like French is like PE, it's like PE 'cause like I'm not really gonna need PE, so like, it's like that like they don't care as much as what I get in French...

Researcher: [OK ...

Lucas: [as what I get in other subjects.

Researcher: Thanks. and Martin?

Martin: I'm the same because like Maths, Science and English are like the main like three subjects so if you get away in them if you do like really well in them then like you gonna be quite good for like your job and that when you're older but if you like get well in French as well then it won't really matter that much.

Researcher: Right OK.

Jerome: I think my parents like think the same it's like Maths, Science and English and a few other subjects they like want me to get really good...

Researcher: Right

Jerome: But like French and that they don't like, they don't want me to get really low but they don't like really mind...as long as I try my best.

Researcher: Eden?

Eden: My parents don't really mind if I get like, they won't go, they won't mind they won't mind if I get a low mark for the, I can't remember...they will care if I get a low thing where they go but if I get a medium, average yeah they don't mind.

Researcher: So what you're saying is they want you to pass but they're not bothered if it's not an A*.

Eden: Yeah, yeah one of the main ones yeah...

Lucas: They want you to get low in everything. (Laughing)

Eden: (Pause) And oh yeah, but...ehmm...on the main subjects yeah they will actually really care.

Researcher: Thanks Eden and Sheila?

Sheila: My Mum don't mind about French she just wants me to get higher grades in Maths, Science and English.

Researcher: Thanks everyone, I'm going to finish off now because it's time for you to go back ...

Lucas: No we don't have to. (Laughing)

Transcript 7

Secondary School A Year 8 Time 4 March 2012

Three pupils with primary French and one pupil without primary French interviewed together

1. Who still thinks it was a good idea to have done languages at primary school, or have your opinions changed over the last two years?

Donald: It was rubbish from the start.

Other pupils: (laughter)

Researcher: And do you really think that?

Donald: Yeah

Researcher: OK, but what is the reason?

Donald: There's no point, you don't intake anything, 'cause when you're young like, you're not worried about mucking about and so when I was in Primary...

Serena: No, It wasn't like that

Donald: Yeah, and then like all me and my mates like when was at school we didn't really focus on like doing any other language, we just like focused on hearing the funny names of them, not really taking them in.

Serena: Ehm...I think it has really changed, I think like, and I think it really matters if you take a language in primary school or not because like when you're younger, you don't really remember more things, because you like you're not really mature enough to understand it...(pause)...

Researcher: It's OK, go on.

Serena: But...ehm...when you're in secondary school it's better 'cause you're like more mature to understand what you're saying and things like that.

Researcher: What do you think Jerome?

Jerome: Err like?

Researcher: You know, has, has your opinion changed over the last two years?

Jerome: Right, in Primary School it's easy 'cause all you learning is like colours and like numbers but in secondary school it gets harder 'cause you learn like all conversations and all that.

2. You've had two years of French since, since then OK, so are now enjoying French?

Jerome: I just don't take it in, like I wanna but I just can't.

Serena: It's hard.

Olive: I just can't remember it, anything like, like bonjour yeah that's like that's just easy, but...

Researcher: Go on.

Olive: Like simple things.

Researcher: Such as?
 Olive: Err like *je m'appelle*, ehm...like...
 Jerome: It's got no name...
 Olive: No, like, loads of things, got like (various French words), ehm...it's like the conversations that I can't remember.
 Researcher: [So ...
 Olive: [That you have to make.....
 Researcher: What do you think you could do to help you to remember those conversations or vocabulary?
 Olive: I don't know, it's 'cause like it's, it's hard to take in really, sort of like, I know English perfect and then you've got like (laughter) you've got like French and you see it at the top of your head and you forget one word, and you muck up the whole sentence.
 Researcher: Does everyone feel the same?
 Serena: No, yes, I don't know, it's hard sometimes.

3. OK, would you say that you're now in the same place as the rest of the, the rest of your class, I mean do you know your levels?

Jerome: Don't know
 Researcher: Middle, top, bottom?
 Jerome: Middle.
 Researcher: Middle, OK, does anyone know what their levels are?
 Olive: Err, 4 I think.
 Researcher: OK, so we've got Olive with 4, what about the others?
 Riley: Don't know really.
 Jerome: 4
 Serena: I got a 5
 Researcher: 5 for Serena, Donald, what is your level?
 Donald: I don't know.

4. OK. [do you...?

Donald: Miss, [I like doing...ehm...pair-work sometimes.
 Researcher: Alright, do you enjoy doing pair-work and group-work? Does that help to motivate you?
 Donald: Sometimes
 Olive: Yeah
 Jerome: Not really
 Researcher: Why not?
 Jerome: It depends on what the work is.
 Serena: Most of the time you just like just work out of the text book

Olive: Yeah, right but if we're doing a new subject, it's like worth it, like sometimes to, like go in pairs and talk to each other like say when you're trying to do sentence after sentence and you get time to practice it.

Donald: Yeah.

Researcher: Do you do group work as well?

Olive: Yeah

Researcher: Do you enjoy it?

Olive: I don't know really sometimes.

Donald: Yeah I think you should group work because like makes it more interesting because you get to see like what other people think about instead of like just the same person that's next to you like every lesson, but if like you switched and changed like the people who you work with you get to see their opinion what they know and that and then you can kind of like, make your French better.

Researcher: OK, Jerome, what do you think, do you think it's a good thing to do group work in languages?

Serena: Yeah

Jerome: Yeah 'cause like more people in a group is obviously one person that knows what they're doing and knows what to do, and then there's like another few people that don't know what they're doing and it's like more explanatory because sometimes you don't ever speak to that person and then they teach you how to do it, and there's more understanding on it

Researcher: That's interesting Olive, you used the word teach, so when you're in, when you're in groups, do you teach each other?

Donald: Well we, someone does the work and then we copy it but sometimes we do help out each other it depends on what we're doing to be honest.

5. Right, next question...ehm...right two years using your textbook Studio. Do you like using it?

Donald: It's too easy.

Researcher: Really, tell us why.

Jerome: It's hard.

Donald: 'Cause like, it it's like when you're doing it you're all if you don't understand a word it's always in the back of the books, so you can always refer to the book.

Serena: I think it's, think it's alright...ehm...I think it would help more if the questions were in English, 'cause sometimes it only has like the question in French and you don't know what you're doing like you don't understand what the question is because you don't understand what to do because it's not written in English.

Researcher: Does that bother you?

Jerome: Another thing as well is when they're like the teacher gets a bit annoyed with you, when you like, when you're asking, why are you asking this question? It's not like we know it because we like were doing a new topic and then the question is about the topic, but we don't know it yet 'cause we ain't done the topic.

Researcher: Olive?

Olive: Ehm...in everything we do, we learn out of a book most of the time, we like, especially in French, you, (pause) wait, you've got no understanding what you got to do and then the teacher gets angry, doesn't she? and they should have more English in it 'cause...

Serena: And I think they should like, I think it is a bit easy, like with the vocabulary they use it's not really, it's things like the stuff that we learnt last year.

Researcher: Do you not like revising the vocabulary?

Serena: It's almost exactly the same, so it'd be better if they had like some new words. Or like when you can actually have a conversation like, 'cause most of the time what we learn out of the book is 'oh, my hair colour is this', but you wouldn't really put that in a conversation, so I think it would be better to learn like some more words.

6. OK, last question then, do you think everyone, OK, so, has your opinion changed, do you think everyone should learn a language?

Donald: Yeah.

Serena: I think everyone should learn a language because like, I think it improves your understanding of things, like people normally take...ehm...like what they say for granted like and they always expect people to like know English.

Researcher: So [therefore...

Serena: [Like ehm, say when people go to France and everyone's speaking French and you ask someone for something, and you're like 'oh, why don't they speak English?', it could be like the same in France when they say 'oh, why don't you speak French?

Researcher: Something to think about as we leave it here because Miss wants you back for your test, so, guys, thank you so much for your help over the two years and I wish you all the best.

All the pupils: Thank you.

Transcript 8

Secondary School B Year 7 Time 1 February 2011

Ability Group 1 - Four pupils who have studied French at primary school for more than one year

1. Do you believe it is a good idea for pupils to study French in primary school?

Mike: Yeah so that we can get ready [for...

Geraldine: [for secondary school.

Glenis: Yeah I think it's worth it so I knew something when I got here.

Tyronne: Yeah, I think so, I think.

2. What did you learn at primary school?

Glenis: Transport, colours, numbers...ehm [animals...

Mike: [animals and yeah...ehm...weather.]

Geraldine: We did likes and dislikes, Miss and weather.

Mike: Yeah and the weather and sport, Miss.

Tyronne: Numbers.

3. Tell me what you remember now that you are in secondary school.

Glenis: Numbers 1 to 49, [colo...

Geraldine: [colours, names, food transport.

Glenis: Animals.

Mike: I can still say numbers 1 to 30 and animals.

Tyronne: Colours.

4. Did you learn to spell words in French at primary school?

Mike: [No.

Glenis: [No.

Tyronne: [No.

5. Do you think it was a good idea to go back over what you did at primary school?

Geraldine: Yeah, it's good to recap everything.

Glenis: Yeah, 'cause..ehm...you forget over the summer hol(idays).

Mike: It's good for learning.

Pupil TN3: I think so, 'cause , 'cause it helps (me) to remember things.

Tyronne: (unclear) it was for learning.

6. Were you put off by the fact that some of your class had studied more French than you at primary school?

Mike: No, the others didn't know a lot.

Glenis: No, some knew less than they did.

Geraldine: They didn't know that much.

Tyronne: No, I've still caught them up.

7. Is French better now or did you prefer French at primary school?

Geraldine: Secondary, 'cause (you) get to [learn...

Mike: [learn, learn knew things.

Geraldine: Yeah, and especially how to use joining words.

Glenis: Secondary, you, you learn new things and...ehm...get to...ehm...recap.

Tyronne: Secondary.

Researcher: Why?

Tyronne: 'Cause there are more lessons.

8. Are the lessons interesting?

Mike: Yeah.

Glenis: Not all the time.

Geraldine: No.

Researcher: Why?

Geraldine: I still prefer secondary to primary but sometimes we, we write too much.

Tyronne: Not all the time.

Researcher: You said you prefer French at secondary school but now you say the lessons are not interesting, can you explain what you mean?

Tyronne: It depends, sometimes we just write and it gets boring.

9. What do you like most about your French lessons at this school?

Geraldine: Games and it's, it's like hands on.

Researcher: What do you mean by hands on?

Geraldine: We get to go on the interactive whiteboard.

Glenis: It depends on the lesson...ehm...I like...ehm...the games.

Mike: You learn a lot and it's easier to remember.

Tyronne: When, when we do, when we go on computers.

10. Is there anything you do not like about your French lessons at this school?

Glenis: It's either too easy or too hard.

Mike: Homework.

Geraldine: Too much [writing.

Mike: [writing.

Tyronne: Sometimes it is too hard and I don't get it when...ehm...it's not explained.

11. Do you think your textbook helps you to learn French and how?

Mike: Yeah, 'cause the book has a [gloss...

Geraldine: [glossary.

Mike: So you can [look...

Geraldine: [look up the words you [don't....

Glenis: [don't know.

Tyronne: I like the words in the back...ehm...they help you to find out what, what you don't get.

12. Do you think learning grammar is useful or would you prefer to learn topics?

Geraldine: Topics, I don't get all that 'le' and 'la' stuff.

Glenis: Me neither, I don't see why we have to do it anyway.

Mike: Topics, sometimes I don't get it when they keep putting words backwards.

Tyronne: Topics.

13. Which do you prefer – listening, speaking, reading or writing?

Mike: Speaking, it's a practical way to learn.

Glenis: Speaking, 'cause (you) can practise the pronunciation which helps it
...ehm...stick.

Geraldine: Listening, I find it easier.

Tyronne: Speaking, it helps (me) go over vocab.

14. Do you think everybody should learn a language?

Mike: Yeah, it's important for the GCSE and career opportunities.

Glenis: Yeah, it's important to learn to communicate with others.

Geraldine: Yeah, if you have an emergency abroad you can ask for help.

Tyronne: Yeah, suppose you want a job in it, it would be good, I suppose.

15. Have you ever been to France?

Mike: Yeah.

Glenis: Yep.

Geraldine: No.

Researcher: Would you like to go?

Geraldine: I would like to visit...ehm...I wouldn't wanna live there.

Tyronne: Yeah, on a school trip.

Researcher: Did you enjoy it?

Tyronne: It was OK, (I) spoke English anyway.

Researcher: Would you like to go back?

Tyronne: I suppose, but I'm English, I don't want to live there.

Transcript 9

Secondary School B Year 7 Time 1 February 2011

Ability Group 1

Two pupils with just two taster lessons of primary school French.

1. Do you believe it is a good idea for pupils to study French in primary school?

Kevin: Yeah, to be ready [for secondary.

Poppy: [for secondary.

2. What did you learn at primary school?

Poppy: Not much, animals, colours...ehm...

Kevin: Yeah, numbers and I can say my birthday, Miss.

Researcher: Go ahead.

Kevin: Ma *an...aniver...anniversaire*, how do you say is, Miss?

Researcher: Est.

Kevin: *Ma anniversaire est deux jan...jan [jan...*

Poppy: [janvier.

Researcher: *Bien.*

3. Tell me what you remember now that you are at secondary school.

Kevin: My birthday.

Poppy: I can still say some of the animals, Miss.

4. Did you learn to spell French words at primary school?

Poppy: No.

Kevin: No, we didn't. We didn't write words down to spell.

5. Do you think it is a good idea to go back over what you did at primary school?

Kevin: Yeah, we need to recap things.

6. Were you put off by the fact that some of your class had already studied more French than you at primary school?

Kevin: No not really.

Poppy: It didn't bother me.

7. Is French better now or do you prefer French at primary school?

Kevin: And you don't just learn random words.

Poppy: Secondary, you have books so it is easier to remember things.

8. Are the lessons interesting?

Kevin: Sometimes.

Poppy: No.

Kevin: We don't get to go on computers, I like doing different things.

Researcher: Such as?

Kevin: [Ga....

Poppy: [Games and competitions.

9. What do you like most about your French lessons?

Poppy: When we go [on games.

Kevin: [on computers.

10. Is there anything you do not like about your French lessons?

Kevin: Too much [wri...

Poppy: [writing from books.

11. Do you think your textbook helps you to learn French? How?

Kevin: The books have a glossary...ehm...that's good.

Poppy: Yeah 'cause you can look things up.

12. Do you think grammar is useful or would you prefer to learn phrases and topics?

Kevin: Topics, I don't get it, the grammar and stuff.

Poppy: I prefer the topics.

13. Which do you prefer – listening, reading, speaking or writing?

Poppy: Speaking, I can remember it better when I speak.

Kevin: Speaking, I just like it better...ehm...I can practise with my friends.

14. Do you think everybody should learn a language?

Kevin: Yeah, it helps if you want , want to talk to someone.

Poppy: Not sure, I don't want to live in France so (I'm) not sure.

15. Have you ever been to France?

Kevin: Yeah

Poppy: No.

Researcher: Would you like to go?

Poppy: Not really bothered, not going to live there anyway.

Kevin: Me neither.

Transcript 10

Secondary School B Year 7 Time 1 February 2011

Ability Group 2. Three pupils with one 30 minute lesson of primary school French

1. Do you believe it is a good idea for pupils to study French in primary school?

Larry: Doing it in primary is good for a head start.

Victor: It helps at secondary school and to work abroad.

Max: When you arrive at secondary school everyone will start the same.

2. What did you learn at primary school?

Victor : Colours, Colours, [months

Max: [months, days, numbers.

Larry: Drink, world cup.

3. Tell me what you remember now that you are at secondary school.

Larry: Not much.

Max: Primary was boring.

Victor: There was too much games, not enough learning.

4. Did you learn to spell French words at primary school?

Larry: No spelling, we only...ehm...did pronounce, we didn't write anything down.

Max: Everything was spoken.

5. Do you think it is a good idea to go back over what you did at primary school?

Victor: It was a good idea to go over things 'cause I didn't know months that well.

Larry: Yeah, 'cause...ehm.. we didn't, I can't remember everything, how to say it and stuff.

Max: It's good 'cause...ehm...I forget some of it.

6. Were you put off by the fact that some of your class had already studied French at primary school?

Larry: I wasn't (put) off that we had to catch up.

Victor: No, not really.

Max: No, (.....) goes everything anyway.

7. Is French better now or do you prefer French at primary school?

Max: It's [bet.....

Larry: [bett....

Victor: [better now.

8. Are the lessons interesting?

Victor: Yeah, we learn a lot of new things and the correct spellings.

Max: I have a book now and I like looking up new words.

Larry: Yeah, they're good.

9. What do you like most about your French lessons at this school?

Victor: Translating single new words and French paragraphs.

Larry: I like pronouncing before writing.

Max: I like learning new words.

10. Is there anything you do not like about your French lessons?

Larry: We need more games [an....

Victor: [and competitions.

Max: More working in groups...we don't work in groups enough.

11. Do you think your textbook helps you to learn French? How?

Victor: The revision pages [a...

Larry: [at the back of the book.

Max: Yeah, and the examples with the work we have to do.

12. Do you think grammar is useful or would you prefer to learn phrases and topics?

Max: Phrases.

Victor: Phrases and grammar.

Larry: Both would be useful.

13. Which do you prefer – listening, reading, speaking or writing in French?

Larry: Speaking...ehm...you...ehm...learn more by...ehm...by saying and if wrong you, you can be corrected.

Victor: Speaking.

Max: Speaking, 'cause saying it, you can write it and revise it [and rem...

Victor: [and remem[ber...

Max: [ber it.

14. Do you think everybody should learn a language?

Larry: Yeah at least one or two languages for jobs.

Victor: Yeah definitely, for jobs.

Max: Yeah, so you can get work there.

15. Have you ever been to France?

Larry: It's a nice place and...and I would love to live there.

Victor: I really like it and the attractions.

Max: I went as a baby.

Researcher: Would you like to go again now that you are older?

Max: Yeah, definitely.

Transcript 11

Secondary School B Year 7 Time 1 February 2011 Ability Group 2 Two pupils with more than one year of primary school French.

1. Do you believe it is a good idea for pupils to study French in primary school?

Ruth: Yeah, you start off ready for High School...ehm...it is not such a shock.

Vera: It, it gets you prepared for High School so you're more fluent.

2. What did you learn at primary school?

Ruth: Alphabet...ehm...numbers, countries, food.

Vera: Clothes, food, songs, months, days, numbers.

3. Tell me what you remember now that you are at secondary school?

Ruth: You know the answers really quickly.

Vera: (I) remember numbers and songs, days...ehm...we didn't write a lot so I forgot a lot.

4. Did you learn to spell French words at primary school?

Vera: We copied onto a worksheet but it was hard to remember.

Ruth: Yeah, we, we had...ehm...a special lady working on spellings and accents.

5. Do you think it was a good idea to go back over what you already did at primary school?

Vera: Yeah, it was a very good idea other...otherwise I wouldn't (be) able to remember how to write it.

Ruth: Yeah, you forget during the, the...ehm...six weeks holidays so re-capping makes you think again.

6. Is French better now or do you prefer French at primary school?

Ruth: It's better now in primary it's boring, now there are more challenges and...ehm...I really enjoy it.

Vera: It's better at High School, it, it's easy to learn, I didn't like it at primary.

7. Is French better now or do you prefer French at primary school?

Ruth: It's better now in, in prim...primary it's boring, now there are more challenges and I really enjoy it.

Vera: It's better at High School, it's easier to learn...ehm...I didn't like it at primary.

8. Are the lessons interesting?

Ruth: Yeah.

Vera: Yeah, really good.

9. What do you like most about your French lessons at this school?

Ruth: I love learning new stuff, it's great fun.

Vera: The teacher makes it fun, you have fun when you know you've learnt it.

10. Is there anything you do not like about your French lessons at this school?

Vera: No.

Ruth: No.

11. Do you think your textbook helps you to learn French? How?

Vera: Yeah, you can...ehm...you can...ehm...flip back and see what you've learnt before.

Ruth: Yeah 'cause with the book you can flip to the back.

12. Do you think learning grammar is useful or would you prefer to learn phrases and topic-based vocabulary?

Vera: Grammar...ehm...it's confusing but I, I realise what I need it for.

Researcher: And what is that?

Vera: So that I know how to say things right.

Ruth: It's useful...the grammar.

13. Which do you prefer – listening, reading, speaking or writing in French?

Ruth: Reading, if I read it, I can...can translate it in my head.

Vera: Speaking, when I pronounce it I can understand it.

14. Do you think everybody should learn a language?

Vera: Yeah, for holidays, it's hard if you don't know what to say.

Ruth: I don't know, some would need it abroad and some wouldn't...ehm...it's nice to know it but you don't have to.

15. Have you ever been to France?

Ruth: I go twice a year, I have friends there so French is useful.

Vera: I've been twice to Euro-Disney.

Researcher: Where would you prefer to live – France or England?

Ruth: I prefer England, it's my home. Living in France would be a risk I can't do it all in French.

Vera: I would consider moving to France but I would prefer England because I would be with, with my family.

Transcript 12

Secondary School B Year 7 Time 1 February 2011 Ability Group 3

Three pupils with more than one year of primary school French.

1. Do you believe it is a good idea for pupils to study French in primary school?

Agnes: It's a good idea to know some French before going to secondary.

Mary: At High School pupils have more responsibility.

Wilfred: Primary provides good experience.

2. What did you learn at primary school?

Mary: Colours, food, the [body.

Agnes: [body, num[bers.

Mary: [bers.

Wilfred: Flags, equipment, colours...ehm...numbers.

3. Tell me what you remember now that you are at secondary school?

Agnes: Numbers.

Wilfred: I remember numbers and colours.

Mary: Colours.

4. Did you learn to spell French words at primary school?

Wilfred: They did some spelling for colours and numbers and the [body.

Agnes: [body, yeah.

5. Do you think it is a good idea to go back over what you did at primary school?

Mary: [Yeah.

Wilfred: [Yeah.

Agnes: [Yeah.

Researcher: Why?

Wilfred: 'Cause I forgot a lot that we did in, in...ehm...the summer holidays.

Agnes: Me too.

6. Were you put off by the fact that some of your class had already studied French at primary school?

Mary: [No.

Wilfred: [No.

Agnes: [No.

Researcher: Why not?

Wilfred: They didn't all know everything so [we...

Mary: [we could all catch up.

Agnes: Yeah.

7. Is French better now or do you prefer French at primary school?

Mary: Primary was more fun, we...er...played games.

Wilfred: Secondary.

Agnes: Primary French was fun but at secondary you learn more.

8. Are the lessons interesting?

Mary: Yes and no, sometimes it's hard and, and, and I like the games.

Wilfred: Sometimes.

Agnes: Sometimes when it's not too hard.

9. What do you like most about your French lessons at this school?

Mary: [Games.

Wilfred: [Games.

Agnes: Speaking and games.

10. Is there anything you do not like about your French lessons at this school?

Mary: Revision.

Agnes: Homework.

Wilfred: Tests.

11. Do you think your textbook helps you to learn French? How?

Agnes: Yeah, 'cause it has a [gl...

Mary: [glossary.

12. Do you think learning grammar is useful or would you prefer to learn phrases and topic-based vocabulary?

Mary: Phrases, they are easier.

Wilfred: Grammar helps you to learn how the languages works.

Agnes: Yes that's true.

13. Which do you prefer – listening, reading, speaking or writing?

Mary: Listening.

Wilfred: Listening.

Agnes: Speaking, you learn more.

14. Do you think everybody should learn a language?

Mary: Yeah, for communication.

Wilfred: No, you should focus on English and other subjects.

Agnes: Yes, you need it for holidays or living abroad.

15. Have you ever been to France?

Mary: No.

Wilfred: Yeah, I like the weather.

Agnes: No but I, I would like to go abroad but not to France. I would like to go to Turkey.

Transcript 13

Secondary School B Year 7 Time 1 February 2011 Ability Group 3

Ability Group 3 Ricky had one taster lesson of French, Milo and Wilson had not studied French at primary school French.

1. Do you believe it is a good idea for pupils to study French in primary school?

Milo: Yeah, so that you can take part when you go to secondary.

Wilson: Yeah, you will know more when you go to secondary.

Ricky: (It is) good preparation for going to France.

2. What did you learn at primary school?

Ricky: Colours, numbers...ehm....1-60

3. Tell me what you remember now that you are at secondary school.

Ricky: Numbers.

4. Did you learn to spell French words at primary school?

Ricky: Not really...ehm...no.

5. Do you think it is a good idea to go back over what you did at primary school?

Wilson: Yeah.

Milo: Yeah, it could help you to remember.

Wilson: And me.

Ricky: [Yeah.

6. Were you put off by the fact that some of your class who had already studied French at primary school knew more than you?

Milo: No, I am now one of the, the...ehm...best pupils in French.

Wilson: No, 'cause I want to learn it.

Ricky: No.

7. Is French better now or do you prefer French at primary school?

Ricky: Secondary gives more experience of French.

8. Are the lessons here interesting?

Milo: Yeah.

Wilson: Yeah I like it.

Ricky: Yeah, I like French, my mum said it is important to learn French and Spanish.

9. What do you like most about your French lessons at this school?

Milo: It is fun, we...ehm....we, we learn lots of things.

Wilson: Lots of things we did not know.

Ricky: Games, numbers.

10. Is there anything you do not like about your French lessons at this school?

Wilson: No, I like everything.
Milo: Me too.
Ricky: Tests and checking spelling...ehm...vocabulary tests.

11. Do you think your textbook helps you to learn French? How?

Milo: Yeah, 'cause if you need help you can go to the book.
Wilson: Go to the back of the book and look at it.
Ricky: Yeah it has a glo...gloss...glossary.

12. Do you think learning grammar is useful or would you prefer to learn phrases and topic-based vocabulary?

Milo: What is grammar?
Researcher: The rules of the language, knowing for example that le is masculine and la is feminine.
Milo: The rules are important.
Wilson: Yeah I think so too.
Ricky: It is important to know the...ehm...agreements and it helps with the, the spelling.

13. Which do you prefer – listening, reading, speaking or writing in French?

Milo: Speaking, you learn more when you speak in French.
Wilson: Listening, I learn when I listen to the teacher, he ex...explains, but the, the tape is hard because of the...ehm...accent and...ehm...sound.
Ricky: Speaking.

14. Do you think everybody should learn a language?

Milo: When you go to another country [you...
Wilson: [you can [use...
Milo: [use it.
Ricky: Yeah.

15. Have you ever been to France?

Milo: No, but I would like to go.
Wilson: No, I want to go there.
Ricky: No.

Transcript 14

Secondary School B Year 7 Time 2 July 2011 Ability Group 2

Three pupils were interviewed. These pupils have more than one year of primary school French. Lorna was absent when the first interviews were held in February 2011.

1. Have you enjoyed your first year of French at secondary school?

Vera: Yes, (it) was easier to learn 'cause now, now we can write.

Ruth: Yes, primary was easy but now secondary is more...ehm...more challenging.

Lorna: Yes, we learnt more than in primary.

2. Did you find the first year difficult?

Ruth: (It) was, was, but now it's more difficult, but...ehm...but...ehm...it hasn't put me off.

Vera: It was easier at first to wait for others to catch up...ehm...now it's harder, but, but I don't mind.

Lorna: It was easier now it's harder.

3. What did you enjoy most?

Vera: Times and animals, (I) like this topic because I did it before.

Lorna: Animals and...

Ruth: Too many to say, I enjoy French anyway.

4. What did you enjoy least?

Lorna: Nothing.

Vera: Nothing.

Ruth: Don't think so...ehm...don't think anything.

5. Which did you prefer – listening, reading, speaking or writing?

Ruth: Reading, it, it makes me feel good, I can do it.

Vera: Speaking, (...) to learn pronunciation ready for France.

Lorna: Reading, it's easier to translate, 'cause when it, it's written down...ehm...it's easier to, to remember.

6. Did you learn any grammar, or were your lessons topic-based?

Ruth: Yes, grammar, but it was tricky to follow.

Vera: It was difficult. I didn't understand the rules but now I understand that's the way it is.

Lorna: It was confusing, I didn't see the point.

7. Were you put off because some pupils knew more French than you?

Ruth: No, (I) didn't worry about people around me.

Vera: No, I took it in my stride.

Lorna: No, it didn't bother me.

8. How do you think your teacher coped with pupils in the class with different levels of French?

Ruth: It would be hard to wait for others to catch up, she did very well.

Vera: [Same.

Lorna: [Same.

9. Are you still able to compare Modern Languages at primary and secondary school?

Lorna: Kind of, primary did less, didn't like French then.

Vera: Still prefer secondary.

Ruth: Me too.

10. Now that you have completed a year at secondary school, do you think pupils should study a language at primary school?

Lorna: Yes, it can help you.

Vera: Yes.

Ruth: Yes, it helps for secondary, so you're not behind and have to catch up.

11. Do you think everyone should study a Modern Language?

Lorna: No, not, not everyone...ehm...does want to learn a foreign language, they want...ehm...want to live in, in England.

Vera: It's good because jobs need...ehm...it's good for jobs.

Ruth: Definitely for trade, we, we need learn...ehm...it would be good for communication.

Lorna: Don't get that job then!

Ruth: But say you want to move countries?

Lorna: But I don't want to move there.

Transcript 15

Secondary School B Year 7 Time 2 July 2011 Ability Group 2

Three pupils with only one 30 minute taster of primary French.

1. Have you enjoyed your first year of French at secondary school?

Larry: I enjoyed it.

Victor: It was good, there was lots of activities.

Max: There was too many...many tests, but I enjoyed it.

2. Did you find the year difficult or easy?

Victor: Middle, some hard tests, but the textbook was easy?

Researcher: Why?

Victor: You could translate into English little sentences.

Max: Middle, some of it was hard, like...ehm...the listening, 'cause of the accent.

3. What did you enjoy most?

Max: Writing.

Victor: The French trip to *Le Touquet*.

Larry: Yes, the trip, I enjoyed the food.

Researcher: Would you live in France?

Max: No.

Larry: Yes, I would.

Victor: I haven't made my mind up yet.

4. What did you enjoy least?

Victor: [Listening, it's all muffled and the accent.

Max: [List...

Larry: [Listening.

5. Which did you prefer – listening, reading, speaking or writing?

Larry: Speaking, it's, it's easier, it's good for the memory.

Victor: Reading, there are vocabulary lists to help.

Max: Speaking: You know what you're saying.

6. Did you learn any grammar or were your lessons topic-based?

Larry: Yeah, it was hard.

Victor: We use it in every lesson.

Max: It's hard. I don't always know which to use.

7. Were you put off because some pupils knew more than you?

Victor: I was at first, but now we've learnt a lot, I got good mark...ehm...I did better than those who did it.

Larry: They're not learning nothing new so I've caught up with them.

Max: The same...I think the same.

8. How do think your teacher coped with pupils in the class with different levels of French?

Max: She taught as normal because of repetition.

Victor: We worked together to get everybody to the same level.

Larry: It didn't the matter the level.

9. Now that you have completed a year at secondary school, do you think pupils should study a language at primary school?

Max: Yes.

Victor: Yes, then you're ready for secondary.

Larry: No, because when you go to secondary you have a lot of pressure to, to catch up.

Victor: Primary was fun but we didn't learn enough.

10. How does your first year of secondary school Modern Languages compare with the experience you had a primary school? Which do you prefer?

Larry: Primary was fun.

Victor: Primary, it was more fun. Now...ehm...ehm...secondary is too much book work.

Max: Secondary is better, we learn more. Primary was babyish stuff. Now we learn words and sentences.

11. Do you think everyone should study a Modern Language?

Larry: French and a couple more.

Victor: Yes, French is useful for work.

Max: Yes, then you're ready for...ehm....to go to France.

Transcript 16

Secondary School B Year 7 Time 2 July 2011 Ability Group 3

Four pupils were interviewed together. Three pupils with more than one year of primary French. Ricky (with one lesson of taster primary French) was interviewed with this group because Milo and Wilson left the school before this interview took place.

1. Have you enjoyed your first year of French at secondary school?

Wilfred: Yes, we did a lot of stuff that we, we didn't do before.

Ricky: Yes, I liked playing games, that's how I did by playing games.

Mary: Yes, it was ok.

Agnes: Yes, it was fun.

2. Did you find the year difficult or easy?

Ricky: Easy, because of the games.

Wilfred: Sometimes, it was hard 'cause some of it I didn't do before, the rest was easy...ehm...I liked the games.

Agnes: Easy, Sir explained it to us.

Mary: Easy, Sir explained it calmly and nicely.

3. What did you enjoy most?

Wilfred: I liked the listening you get to...get to...hear the teacher in French.

Mary: Listening to French people speak, it's...ehm...it's interesting in case you [go...

Agnes: [go to France. I like speaking so you le...learn how to do words for a trip or something.

Ricky: Games and I liked doing listening, listening to the teacher, he gives more ...ehm...he explains it more.

4. What did you enjoy least?

Wilfred: Test, I...ehm...struggle to do tests, it's, they're not much help.

Mary: Nothing. It was OK.

Agnes: Spelling, don't know it all off by heart. French words are hard.

Ricky: I didn't struggle with anything, I asked Sir for help.

5. Did you learn any grammar or did you just learn different topics?

Wilfred: Yes, we did bits.

Mary: Yes, it was ok.

Ricky: Some was easy...ehm...bits was ok, bits was hard putting accents in the wrong place. I got some bits mixed up.

Agnes: It was ok.

6. Were you put off because some pupils knew more French than you?

Wilfred: No, we learn exactly the same, the [same...

Agnes: [same thing.

Mary: A bit sometimes.

Ricky: No, it's easier to catch up because the best two have left.

7. How do you think your teacher coped with pupils in the same class with different levels of French?

Ricky: He found...ehm...I dunno really, we didn't concentrate on the teacher, I...I concentrate on the work. I was worri...I am worried about my own results.

Agnes: Those who didn't know something, Sir helped.

Mary: It, Sir, it was ok to wait for the others.

Wilfred: Yeah.

8. Are you still able to compare Modern Languages at primary and secondary school?

Wilfred: Some, not all of it.

Ricky: Yeah, but no.

Agnes: [Yes.

Mary: [Yes.

9. Now that you have completed a year at secondary school, do you think pupils should study a language at primary school?

Mary: Yes, it gives you a head start.

Agnes: Yes, you know what words are and stuff.

Ricky: Yes, it will be hard when you go to secondary and you don't know what you're doing.

Wilfred: Yes to get a good education.

10. How does your first year of Modern Languages compare with the experience you had at primary school? Which do you prefer?

Wilfred: Some bits primary, the games and some secondary there is more learning in secondary.

Ricky: Same as Wilfred. I like games in both schools.

Mary: Secondary we did more and...and learn more.

Agnes: Both primary, I like the games...ehm...in secondary you get to do more.

11. Do you think everyone should study a Modern Language?

Wilfred: Depends on the language, Spain is where I want to go.

Agnes: Maybe from Year 3 upwards to be ready for High School.

Ricky: Yes, there's no job in England. France and Spain needs languages you need to speak it.

Mary: Could do in case you're in a different country.

Transcript 17

Secondary School B Year 8 Time 3 December 2011 Ability Group 3

Interview Agnes (with primary French)

1. Hello Agnes. Now that you have been here just over a year, do you still think it was a good idea for you to do languages at Primary School?

Agnes: Yeah

Researcher: Ehm...why?

Agnes: Because if, if they're doing French in High School then it's easier for them to learn it in primary so they know what they're going to do in High School.

Researcher: Why do you think that?

Agnes: To help them.

2. Do you think you have caught up with the pupils who did more French than you at primary school?

Agnes: Err...don't know.

Researcher: How do you, how do you think you're getting on?

Agnes: OK

Researcher: How do you think you're getting on compared to them, compared to others in the class?

Agnes: Some struggle, some are like really good.

Researcher: OK, So where would you put you, put yourself, would you put yourself with the struggling ones, the really good ones, where would you put yourself in there?

Agnes: In the middle

Researcher: OK, why would you put yourself in the middle?

Agnes: 'Cause sometimes it's hard but sometimes easy.

3. What do you think of the lessons, do you think that the lessons are interesting?

Agnes: Yeah

Researcher: Why?

Agnes: Sir tries to make them fun and like sometimes we like do actions to help .

Researcher: Ehm...can you think of an example?

Agnes: Ehm...when we was doing the weather.

Researcher: What do you mean by the actions for the weather then, what, what did you have to do?

Agnes: Like say it was like, or raining.

Researcher: Right.

Agnes: You'd have to make like a rainy sort of thing.

Researcher: Oh, right, what like?

Agnes: This sort of action. (She demonstrates).

Researcher: You seem to have enjoyed doing that, well done.

4. I've noticed your desks are in rows, do you mind working like that?

Agnes: Err, sometimes you work in twos, sometimes we have to work on our own and sometimes we can work in groups.

Researcher: And which do you prefer, when you're on your own, in pairs, in groups?

Agnes: Pairs like at primary school.

Researcher: OK, why do you prefer pairs?

Agnes: Because if like one's struggling then the other one could help, 'cause if you're in like a massive group all you get is talking.

5. What do you like doing most in your lessons?

Agnes: Erm...probably listening to the people talking.

Researcher: Who, you mean?

Agnes: Like from the computer or when Sir when we're like doing a small test and things....

Researcher: Meaning?

Agnes: ...and he puts up like French people talking.

Researcher: Oh, do you mean on the computer or on the tape or, I don't know what you mean, sorry. Can you explain?

Agnes: On, on the white board, he plays it.

Researcher: Oh, so you listen to a recording, it comes up on the white board?

Agnes: Yeah

Researcher: So on the white board we're talking about, you've questions or vocabulary to help you based on what you're listening to?

Agnes: Yeah

6. Right, do you use the, the glossary in your textbook to help with vocab, or [not?

Agnes: [Sometimes.

7. Is there anything about your lessons you do not like?

Agnes: I enjoy everything.

Researcher: You enjoy everything, well, wonderful.

8. Ehm...do you think everyone should learn a language?

Agnes: Ehm...it depends if they're like if they want to go abroad to like a different country that speak a different language.

Researcher: For example?

Agnes: They should have like a choice.

Researcher: Ehm...you mean whether they do a language, or a choice of languages?

Agnes: Like they get a choice to choose if they want to do a language or not.

9. If you were given a choice, would you have chosen French?

Agnes: Ehm...I would of, but I probably wouldn't have gone into France, French, unless they got offered.

Researcher: What do you mean by unless you got offered?

Agnes: Like say it was like a foreign trip.

Researcher: Oh, I see.

10. Have you actually been to France?

Agnes: Yeah

Researcher: What did you think of it?

Agnes: It was fun

Researcher: Would you go back?

Agnes: Pardon?
Researcher: Would you go back?
Agnes: No.
Researcher: Would you consider living there at all?
Agnes: No.

11. To finish off, on a scale of 1 to 10, where would you put learning French?

Agnes: Five
Researcher: Five? What, what do you need to make it ten?
Agnes: Don't know (laughs)
Researcher: If you really had to choose, which would it be?
Agnes: Still don't know.
Researcher: Alright we must finish here, thank you, thanks very much Agnes.

Transcript 18

Secondary School B Year 8 Time 3 December 2011 Ability Group 2

Ruth with primary French

1. Do you still believe it's a good idea for pupils to study French at Primary school?

Ruth: Ehm...yeah 'cause it gets in my head when they come to (Secondary School B) or in a High School.

Researcher: Do you use any of the vocab you learnt at primary school, (pause) does any of it help you with learning French now?

Ruth: It's helping me a bit but not a lot.

Researcher: So in that case then, would you say that you still, you're now having to rely on what you're doing at this school?

Ruth: Yeah

2. You did some French at primary but you're still in a situation where you have some pupils who have done more French than you, does that put you off?

Ruth: Ehm...no, I'm not put off because I'm catching up with them and to be honest I think I'm nearly at the same stage as most other people. So they haven't done a lot more than me.

3. Has going over what you did at primary school been useful?

Ruth: Ehm...it's easier when we are doing things like, time, because I would already know them, (pause) but it's still not that hard to grasp the subjects I haven't done at primary school.

4. Do you prefer French at primary or secondary?

Ruth: I'd prefer doing what I'm doing now 'cause I'm learning new things (pause). Yes, it is different here because in primary we done...ehm ...like we had like a work book, but here there's, we do stuff on, there's like games and things in the computer and sometimes in the workbook...ehm...

5. Did you enjoy any of the lessons at primary?

Ruth: Well now we're being like being told what to do, but in primary it was more like, right get on with the workbook.

Researcher: Are saying then that your lessons are more interesting now?

Ruth: Yeah

Researcher: Ehm...why do you say that?

Ruth: Ehm...'cause I like things like games and we do a lot of them, but also...ehm...I quite, I just like the way they teach it here. We...ehm...don't do a lot of group work.

Researcher: You like doing group work?

Ruth: Ehm...it doesn't really bother me, but I think I quite like the bit where we go round the room asking questions.

Researcher: So you like interviewing other pupils.

Ruth: Yeah to practise speaking.

6. You're using textbook Studio 2, am I right?

Ruth: Ehm...yeah.

Researcher: What do you think of the book?

Ruth: Ehm...it's quite similar to the first one but...ehm...it has different stuff in, it's a bit harder, higher levels...ehm.

Researcher: Right. Does that put you off?

Ruth: Not really 'cause it still has the bit of help sections then with the vocabulary on the page.

7. Ehm...right it will be interesting to see if your preferences changed but which do you prefer now, listening reading speaking or writing?

Ruth: Ehm...I still prefer speaking.

Researcher: Why?

Ruth: 'Cause, I don't know really it's just I prefer that test 'cause ehm 'cause I suppose you're the person that's actually saying it 'cause when you're writing it in a book it's not the same as actually saying it with their accent and stuff.

8. If you went off to France would you be happy to speak to them in French?

Ruth: Ehm...well I wouldn't know I wouldn't probably wouldn't be able to do it really fluent or anything but I'd be able to say you know, basic things .

Researcher: And you'd give, would you give it a go?

Ruth: Yeah I'd try it like when I've been to France I've, I went into a shop and I asked for a glue stick in French

Researcher: Fantastic! Well done...did he answer back in French?

Ruth: Well, he just pointed to it, I think he knew I was English, like...

9. Do you, do you think everyone should learn the language?

Ruth: What, any language, or French?

Researcher: French.

Ruth: Ehm...yeah, 'cause you might even have a job in that country when you're older or something.

10. Have you been to France? Would you live there?

Ruth: Ehm...yeah

Researcher: Even if, even if your family wasn't there?

Ruth: As long as my family was close by, I...ehm...would live there.

11. So to sum up on a scale of 1 to 10, what is your opinion about learning French?

Ruth: Ehm...8 or 9.

Researcher: Why not 10?

Ruth: Ehm (pause) It's just 'cause, it's that there's just one language...ehm...and you might not even go to French at all, France.

Researcher: Interesting.

Ruth: So it could end up not being very useful or anything.

Researcher: Right, that's interesting. So, if I've understood you correctly, you're happy to learn languages because you think it's important, but the problem is, which language?

Ruth: Yeah

Researcher: Thanks Ruth the time is up. Thank you very much, Ruth.
Ruth: OK, bye.
Researcher: Bye.

Transcript 19

Secondary School B Year 8 Time 3 January 2012

Victor and Max with one 30 minute taster lesson of primary French

1. Do you think it made any difference to your progress not having studied French at primary?

Victor: Well like, oh yeah, Max, you go..

Max: Yes, it depends on what sort of learning you've had at...ehm...our Primary School, so like if you had like a really good learning...ehm...teacher that will teach you stuff, I think it's a good idea, but if you were just doing like, playing like silly little games, like my friends said, I don't think it's...ehm...it's not necessary to do it.

Victor: Yeah... ehm like I quite agree with Max on that.

2. Do you think you have caught up with those who did French at primary school?

Max: Yeah, probably.

Researcher: Because?

Max: Because ehm we all work at the same level, so like ehm if we were doing work, the higher people would get onto extension stuff.

Researcher: Does that bother you?

Max: But we would just like carry on where, at our own pace, so (pause).

Researcher: Do you want to add to that Victor?

Victor: Ehm...I pretty much say the same as Max to be honest...ehm...Yeah, I've caught them up, like the colours, numbers and we just recap them and that.

3: Are you enjoying your lessons?

Victor: Ehm...in my lessons it's, they're OK, I mean it's like we do some work, a few French games but like most of it's sort of like the same stuff and we like we learn a few words, do like a coloured sheet and we don't really like it, they're not really that fun to be honest.

Researcher: Ehm...that's interesting, OK, so are you are you saying then you, you need to have an element of fun to make it interesting.

Max: Yeah, like (pause) maybe like a (unclear) game or something.

Researcher: But it's interesting because you're saying at primary school there was, according to your friends, too much fun. What about you Max?

Max: Ehm I sort of ehm quite enjoy it now because I do two languages...

Researcher: Oh, you do two languages, which ones do you do?

Max: Now I do German and French, so it's sort of varied, so but sometimes you get mixed up with like the words because you're like got one set of numbers one to ten to do like in French and then in German, but except from that it's quite fun because we do like a bit of games there to like remember and sort f like a song to remember some of the adjectives and it's really catchy.

Researcher: But do you still enjoy learning French?

Max: I like the...ehm...French but I like a bit...ehm...German a bit better because like different sort of ehm language you're speaking, so ehm, so

nicer ehmm learn a bit more than, you know like sort of different words and that sort of thing, than just having French like every lesson...ehmm ... because we like...ehmm...we have six lessons in like...ehmm...two weeks and we have like three in French and three German. So it's not like...ehmm...were having different balances, we're just having the same, [but...]

Victor: [Yeah well in my opinion I rather like doing one language 'cause like if you do two languages sometimes its gets like really like muddly sort of thing, it gets quite confusing after a little while.

Researcher: So did you have a choice to do two languages?

Max: No, I think like they just put a few random people into a group.

Researcher: Right, which one would you, if you had to choose just one which one would you choose then?

Max: Ehm I'd probably choose French 'cause I knew a bit of French going into Year 8, but I didn't, I did like, I didn't know like any German at all really.

Researcher: Right, so perhaps doing French in Year 7 was helpful after all.

Max: Yeah.

4. So staying with French for the moment, is there anything that you don't like about French?

Max: Ehm, about French ehmm I just don't like, probably everyone will say this but like the test really because it like, they put a lot of pressure on you to like...ehmm...(to) do well.

Victor: Yeah.

Max: And they're like, 'if you don't get this mark you won't do that well', so they're like not pressuring you but they just like try and like ease you into it, so like if I had done badly I would've feel not that good because they're trying to pressure you into it a bit.

Victor: Yeah.

5. Would you feel better if you were working in a group?

Max: Yeah

Researcher: Why do you think that?

Max: Yeah, because on like the homework, you're working on your own and I find most the time I need to like ask my friends 'don't you get it?' and like even if like you're working on your own you still like maybe you like a teacher to just like help you, ehmm....

Researcher: But what about, what about in class, do you actually work in a group?

Max: No, we sit on tables like...ehmm...separate tables and I don't even sit next to anyone, so it's like harder for me (pause) we sat in groups at primary school.

Researcher: So are you saying if the opportunity were there for you to do group work you'd like to do that then?

Max: Yeah.

Victor: Yeah.

Max: So then you can like put all the information together and like spell it out.

6. Which do you prefer, listening, speaking, reading or writing?

Max: I would say speaking, because I don't know why just like, not if, because if you went home and you say...ehm...you can stuff to your mum and dad and tell them what it is, so I like say, speaking better.

Researcher: And Victor?

Victor: Ehm...I like the writing.

Researcher: Oh, and why?

Victor: Just don't really know why but it just seems that sort of like the easiest one really, because like the listening's like quite hard because it's done by French people. I can't really understand that well.

7. Are you parents pleased that you're learning French?

Max: Ehm...I don't really ask them but I (unclear),but I don't know really, if they're pleased because I like, I don't really see the point of learning another language because it's not like you're gonna go to another country and like speak fluent French.

Researcher: I hear you Victor whispering the same thing.

Victor: Yeah. I don't, I don't really like ask my parents about like foreign language sort of things.

Researcher: Why not, Victor? Do you think, do you think if you talked to them about it they would be interested?

Victor: My dad didn't do a language at his school but...ehm...my mum did but she didn't learn French, she did German and Spanish so I wouldn't really know.

Researcher: Right, do you out of interest though do you speak to them about your other subjects?

Max: Yeah.

Researcher: What do they say?

Victor: Yeah I tell my... ehm...ehm because my dad done quite well in Maths I tell him about the Maths, yeah I mean we're all in the top set of Maths so like my parents like to know how I'm getting on in the top set, so.. (pause) maybe the odd occasion say in like maybe, saying do you know this word in French and that sort of thing or German, but except from that I wouldn't like go to another country and like say that sort of thing. I like France and all that, so I don't know, I might go there and try and like learn French or something, you never know.

Researcher: That's interesting, so, on the one hand you don't see the point of learning another language but you would go to France to practise your French?

Victor: Yeah, I mean like, dad lived in America for like a year so like there's no real problem with that, so why not like go to France for a year? So, why not?

Researcher: Absolutely.

Victor: Well, 'cause like when you like go to the country it's like people speak around you and sort of like pick up quite quickly, 'cause like some...ehm...kid in our school, he came from Finland but he didn't know a lot of English, but then when he came here he like listened to all of us and he's like picked up the language quite quickly, so (pause) now, he's not fluent but he can speak quite well.

Max: Yeah you just don't know really.

8. Are you looking forward to continuing with French next year?

Max: Ehm, to be honest, I probably wouldn't because...ehm...I think it would be a bit too much pressure because you've got quite a lot of...ehm...like if you were doing GCSE...ehm...you've got to like write a lot of like...ehm...paragraphs in French and all that and I felt I would find it quite hard to do that. If I had the choice I wouldn't do it.

Researcher: And Victor?

Victor: Err, I'd probably agree with Max to be honest, I mean like in a GCSE, it would be a really hard lesson like to do . 'Cause it's just like some words you just don't know, so you have to write like an English word and that like drops your grade a lot, so...

Researcher: OK, we have to stop there, thank you so much.

Victor: OK.

Transcript 20

Secondary School B Year 8 Time 3 January 2012

Ricky (with one lesson of taster French) and Mary (with primary school French)

1. Now that you've spent over a year and a half doing French, do you think you have made progress?

Ricky: Ehm...I'm not really sure anymore because really in our lower school what happened was we were just basically playing games for a couple of lessons in French,

Researcher: Lower school? Presumably you mean primary school?

Ricky: Yeah, but in the Higher school like this, err they take it seriously, they take it so serious, so, I'm not really sure. I do like it, French here, but I also like it there, with the games, but we do play some games here as well.

Researcher: Ehm...if you had to choose where to do French, would it be secondary or primary?

Ricky: Err, I will probably go with secondary because obviously if you went to France and got a job then you'd need to know it instead of playing games all the time and it would be like, oh yeah, I remember this game, but really it's not a game, you got to take the educational like serious.

Researcher: Thanks for that Ricky and Mary what do you think?

Mary: Well I really think that...ehm...secondary is pretty much better because like if you went to France and you wanted to go there on holiday or something, well you wouldn't know much with your experience in primary school versus secondary.

2. Do you think you have caught up with those who did a lot of French at primary school?

Ricky: Err, probably not because in my primary we didn't do a lot of French it was probably like just once...twice...ehm...actually, I think I've caught up because I'm getting to know more words that are like tricky and plus in my grades for the end of year 8 for French...

Researcher: For French, do you know your level?

Ricky: I'm supposed to be on a really high level, something like a 6 or 7 where at the moment I'm only a 4, so but I'm getting to the point where I can understand my own French writing.

Researcher: Are you disappointed?

Ricky: No, I can read like little bits of French as well.

Researcher: You sound as if you, you really like it?

Ricky: It's all right but, yeah. I do concentrate a lot in French.

Researcher: Good, well done and you Mary?

Mary: Well I've done like quite a lot at High School now compared to primary school and as Ricky says, well I've actually gone higher than I used to and I'm getting used to it now.

3. Do you think your parents are pleased that you're learning French?

Ricky: Ehm...yeah because I told my mum about it and err I said that, so I'll probably have to go different countries and that, and they said yeah and err, so I told my mum and she goes it's good you're learning French and that, in school, not just English.

Researcher: That's good to hear Ricky and Mary, what do your parents think?

Mary: Well my parents are pretty proud of me because, well as I said my grades are getting higher and that's probably the only reason.

4. That's a very good reason. Would you like to carry on doing French next year?

Ricky: Err yeah I wouldn't mind doing French for GCSE 's really, 'cause by that stage I should be able to write, write, read, write, spell and like do the accents for French [So....

Mary: [Well I'll say like I've ehm had like lots of fun you know like everything and ehm yes I think I might like take it for next year because like we have, it's part of the curriculum to learn like language from abroad.

5. Have you been to France?

Ricky: Yeah, I don't want to live there, I prefer to stay in England, my family is here.

Researcher: And ehm, Louise, have you been to France, would you live there?

Mary: I've been to France but I might like to live there, I am not [sure.

Ricky: [Miss. (pause).

Researcher: It's OK, continue.

Ricky: Err, yeah I would to recommend like French so pupils like in lower school should err start learning French when they are about in Year 3 or 4,

Researcher: Why?

Ricky: But don't go like too harsh, just like teach it and once they get used to it then go a little bit harsher, but the people that don't know much, they should like keep on trying...ehm...practicing at home for homework.

Researcher: So you do think languages should be taught in primary school, and do you Mary, do you want to add anything?

Mary: Ehm...well I'll say that...ehm...for like different areas all the different schools...ehm...I think they should really like go for it, really go for, going for like French as one of the most...ehm interesting subjects for young kids to learn and they should like go for like little trips every now and then to like French areas.

Researcher: Right, OK, thank you so much and I really appreciate the time you spent talking to me.

Ricky: That's OK

Researcher: Thank you, bye.

Ricky: See you later.

Mary: Thank you.

Transcript 21

Secondary School B Year 8 Time 4 May 2012

Glenis , Ruth , Mary (with primary French) Max (with only one 30 minute taster of primary French)

1. Now that you've done two years of French, do you think now that it made any difference whether you did French at primary school or not?

Glenis: I don't know...ehm...I think it probably helped me in French. I did French in Primary School so it probably helped me because...ehm...I don't think I would have known like my numbers and stuff, remembered them if I hadn't done them in primary school and my colours (pause).

Researcher: It's ok, go on.

Glenis: Like the basic stuff I think I learnt in primary school which helped me in secondary school.

2. Do you think ehm your level has improved because you did it at primary?

Glenis: Ehm...I'd probably I think I'd probably be at that level anyway because I think people who didn't do it in primary school caught up quite quickly but I don't know precisely who did it.

Ruth: Ehm yeah I think I've probably found it more helpful because especially when I go on holiday it can, you can start using the language where it's mainly used and I do find it useful because you can't really experiment with new words and stuff but yeah.

Researcher: Alright and Mary what do you think?

Mary: Ehm that it has actually helped me during the course because at primary school it's like 2...ehm...my level went higher because now I'm a 4.

Researcher: Wow well done, are you pleased with that?

Mary: Yeah

3. Have you enjoyed your two years of French?

Max: I think that I have enjoyed some of the two years but that's practically when we play games. I don't necessarily like listening or speaking but I do like a bit of writing because like you can talk about your weekend you can boast about it...It's cool.

Researcher: And the girls?

Ruth: I kind of find it good and bad really because the bad reason is because you're learning more information you kind of have to focus on it you can't really play games about it anymore, you have to write and stuff, speak and stuff and it's good because, because you are learning more stuff you can speak in full conversations now instead of when we were younger we could only say like two or three sentences and that's it but yeah it's been alright.

Researcher: Good and Glenis?

Glenis: Yeah...ehm...I like the...I don't know what to say now. I can't remember what I was going to say ..

Researcher: No problem, I'll come back to you in a moment then. What's your opinion Mary?

Mary: Ehm...that French is getting easier as we go along but...ehm...in primary school we did not really learn a lot... ehm...we just played games but at school we just done like a well...we done like writing like learn how to write...ehm...speaking and listening and stuff but I prefer reasoning and that's better because you know how they like write.

Researcher: Glenis, can you remember now?

Glenis: Yeah, I think because...ehm...we learnt some stuff in primary school it probably helped to enjoy French more at secondary school because we weren't behind the class so...ehm...it just gave us a little boost to get us going really almost and it like started us off so we could like work on there in secondary school.

Max: It hasn't been a waste of time because basically you get a really good education and I'm just saying if anyone ever met a French person or that, if a lady met a boy who was French or boy met a lady who was French and you knew English and you didn't know French they could be saying 'love you' in French and you'd be like what is she saying (laughing).

Ruth: It's been alright but because as I said because you're doing more information it has to be more formal now you can't just mess around and play games and a little bit but yeah

Mary: It gets harder.

Ruth: Yeah it does get harder but then you find it more useful that you're learning it this way because you're getting more in and then you can use it practically anywhere...you can have conversations and stuff.

Glenis: I don't think it's a waste of time because if you go on to use it at GCSE then obviously it's two years worthwhile and if you don't then you know some basics of the language and so like some of it you won't forget, random stuff but...ehm...the basics like '*bonjour*' or whatever you'll, it's something you'll probably always will remember so then if you do need it you can use like have a short small conversation if you need to.

4. So looking ahead, you think you would like to go on and do a GCSE in a language, French in this case?

Max: No

Researcher: No?

Max: Actually, yeah, it'd be quite a good experience really and like you can learn places you can like eat ice cream and like learn the names for the ice cream and like learn the food and stuff like that pizza, lasagne, spaghetti bolognese and all that but basically it will be a good experience especially if you like go to France and like you obviously if you go to a place that speak more French then obviously you're not going to know what to say if you like didn't go to school so, but really if you go to a place that obviously French people know English then obviously I'd probably use English.

Researcher: Why?

Max: 'Cause I wouldn't feel confident so...yeah, ice cream (laughing).

Researcher: Ice-cream? And the girls Ok, do you think you'd like to do the GCSE, what's your opinion?

Ruth: Well I would not... eh...because like if you think about it like you know all this French at the moment but by the time you get to the GCSE you probably will forget all about it so...ehm...you'd just get lower grades.

Researcher: So you're worried about getting low grades and the ladies on this side?

Mary: I don't know really I'd have to think twice about taking it for GCSE because if you're going to France you pretty much know the basics to ask and...ehm...well to speak in France really but I don't think you'd really need to learn more if you're not actually going to say that much or do much but if yeah I think when we're coming up to or at the end of Year 10 when we're about to take our GCSE's that we've probably learnt enough to go to France and speak really

Glenis: Ehm...I probably will take a language at GCSE whether it's French or German...

Researcher: [Oh, you

Glenis: [because I do German as well...ehm...probably German because I prefer it but I think it helps to learn a language and....

Researcher: How does it help?

Glenis: Ehm...well if you want to go to university or something they often, you often need a language to get into those places and also depending on what you want to do when you're older it can help in a job like I know my sister she's a bit older and she's taking German for GCSE she wants to be an English Teacher in Germany.

Researcher: Really, (pause) It sounds like everyone is getting ready to go, I do think we need to stop now because it seems like the bell is about to go?

Max: Ehm...what's the time?

Glenis: Time to go (laughing).

Researcher: Thank you all very much, bye.

All the pupils: Bye.

Transcript 22

Interview with Year 6 Pupils at Primary School 2 Group 1 January 2012

Winifred and Winston Howard	Lower Ability Middle Ability
<p>1. Winifred and Winston Howard</p> <p>2. Lower Ability</p> <p>3. Middle Ability</p>	<p>4. Lower Ability</p> <p>5. Middle Ability</p>

1. Do you believe it is a good idea for pupils to learn French at Primary School?
- Winston: Yes, 'cause you learn it...ehm...quick...and...ehm...and...you learn more in Year 6 and you are prepared for High School.
- Winifred: You can learn different languages and when...when...you...ehm visit a, a country you can talk to them.
- Howard: Yes, 'cause later in life when...ehm...you...ehm...want to go to France you know some French.
2. Which topics have you been learning?
- Winston: Colours, fruits, names, I like, sports, months, days, food.
- Howard: Colours, numbers, yeah and animals.
3. Can you spell any of the words?
- Winifred: No.
- Winston: Probably not.
- Howard: Foot in French.
4. Which do you prefer doing in French – listening, speaking, reading or writing?
- Winifred: Listening, (I) don't have to do any work.
- Winston: Miss reads it out.
- Howard: Listening, I don't like speaking 'cause I've got problems with...ehm...literacy.
5. Can you write in full sentences?
- Winston: No.
- Winifred: With help. Miss I know how to say a sentence...*j'aime l'athlétisme*.
- Researcher: Well done and you Howard. Can you write in French?
- Howard: With help.
6. Do you use a textbook and what do you think of it?
- Winifred: No, but we sometimes have [dictionaries.
- Winston: [dictionaries.
7. What else to you use to help you learn French?
- Winston: Computers, we...ehm...go on the website to get extra vocabulary.
8. Do you enjoy learning French?
- Winifred: It's boring, (I'm) never going to France. It's good for other people.
- Winston: Yes, it's good for French trips but I would...ehm...would have said no, otherwise.

Howard: Sometimes. I like listening to French. I don't like writing.

9. Have you ever been to France?

Winifred: I've never been but I would like to try the food and I want to go, I want to see the Eiffel Tower.

Winston: I stayed there for two hours when I was going to Japan. It's bigger than I thought.

Howard: No, I'm not that bothered.

10. Are your parents pleased that you are learning French?

Winifred: Not sure, I never asked them...ehm...they might be 'cause I'm learning a different language.

Winston: I think so.

Howard: They don't ask so I don't say anything.

11. Do you think everybody should learn a language?

Winston: It's up to them.

Winifred: They should learn more than one language.

Howard: It's useful and you know a different language so you might know what they're saying.

12. Would you like to continue learning French at secondary school?

Winifred: No, I would probably prefer German.

Winston: No, I would prefer Chinese or Japanese.

Howard: No, I want to learn German 'cause my brother does it and I try it with him.

Transcript 23

Interview with Year 6 Pupils at Primary School 2 Group 2 January 2012

Celia Middle Ability

Janet and Penelope Higher Ability

1. Do you believe it is a good idea for pupils to learn French at Primary School?

Celia: It's good to have a, a lang...ehm...language for High School.

Janet: Yeah, for living in France it helps when you go to High School and for learning when you are [older.

Penelope: [yeah, I think you should, 'cause...ehm...it's a good start, then...ehm...you can take it from there.

2. Which topics have you been learning?

Celia: Favourite things, I like, don't like, pets, body.

Janet: Bodies, sports, colours...ehm...we learnt lots

Penelope: Yeah, and like kind of verbs and stuff, yeah...ehm...just thinking...(Pause)...yeah and animals.

3. Can you spell any of the words?

Celia: Tried *gymnastique* but couldn't.

Janet: *Gymnastique, nager, dessiner, ordinateur.* (She spells these out to me correctly)

4. Which do you prefer doing in French – listening, speaking, reading or writing?

Celia: Writing sentences in French and single words.

Janet: [Listening, it can, it helps you learn better.

Penelope: [Listening...you can listen, see how it is pronounced rather than you say it and you are not sure.

5. Can you write in full sentences?

Celia: If I have help.

Janet: I can say, *je n'ai pas jouer au foot parce que c'est nul.*

Researcher: Good but can you [wri...?

Penelope: [and I can say *je pars* and I can say *danser parce que c'est super.*

Researcher: Can you write those sentences in French?

No answer from both pupils they just laugh.

6. What else to you use to help you learn French?

Celia: Worksheets with vocabulary and sometimes we work together.

7. Do you enjoy learning French?

Celia: Yes, I like speaking French and I go...ehm...to France often.

Janet: No, I don't like it but it helps for when you're older. It's...ehm...really confusing some of the words.

Penelope: Yes, definitely. It's a nice language to learn and the accent's nice and like English, it's easy.

8. Have you ever been to France?

Celia: No.

Janet: No.

Penelope: Yes, we go every summer. Grandma's house is there. She teaches French.

9. Are your parents pleased that you are learning French?

Celia: I don't know, I think they are.

Penelope: Mum and dad know quite a bit of French.

Janet: I think so. They'd prefer that I did it than didn't.

10. Do you think everybody should learn a language?

Celia: Yes.

Janet: Yes.

Penelope: Yes.

11. Would you like to continue learning French at secondary school?

Celia: Yes, but I would like to do another one as well.

Janet: No, not really.

Penelope: Yes. I really like it.

Appendix 24

An example of the coding used to analyse the interviews and open questions on the questionnaires at Secondary School A, Secondary School B and Primary School 2

This example of the coding refers to Appendix 23, Transcript 1

Name	School	Time	With or Without Primary School French	Question 1	Answer	Positive (P) Negative (N) or Unsaid (U)
Lucas	A	1	With	1	4	N
				2	18, 19, 20	U
				3	22	U
				4	23	N
				5	5	P
				6	6	P
				7	8, 12	P
				8	13	P
				9	27	N
				10	1	N
				10	2	P
				11	25	P
				12	33	P
				13	29	U

Appendix 25

The categories used to analyse the interviews and open questions on the questionnaires at Secondary School A, Secondary School B and Primary School 2

Categories used	Code for each category	A brief explanation of each category
Grammar	1	The pupils enjoyed learning the rules of the language.
Topics at secondary school	2	The pupil did not like learning the grammar, he or she preferred learning the topics (for example, learning the vocabulary for clothes etc.).
Boring	3	The tasks or the delivery of the lesson were not interesting.
Waste of time	4	The pupil believed lessons at primary or secondary school did not serve a useful purpose.
Go back over lessons	5	Revising topics studied at primary school was considered a good or bad idea.
Secondary	6	The pupil preferred French at secondary school.
Primary	7	The pupil preferred French at primary school.
Easy	8	The pupil's opinion of the lesson.
Difficult	9	The pupil's opinion of the lesson.
Fun	10	The pupil's opinion of the lesson.
Enjoy	11	The pupil's opinion of the lesson.
Interesting	12	The pupil finds the lessons interesting at secondary or primary school.
Games	13	The pupil's reaction towards the games which were included in the lessons.
Textbook	14	Whether the textbook was considered a useful resource by the pupils.
Topics at primary:	15	The pupil gave a list of topics studied at primary school: (see the list as stated below from 13 – 19).
Colours	16	Colours
Numbers	17	Numbers
Animals	18	Animals
Songs	19	Songs
Birthday	20	Birthday
Where you live	21	Where you live
Dates	22	Dates
Spelling	23	Spelling in French was included in lessons at primary school
Listening	24	The pupil liked or disliked listening to French.
Speaking	25	The pupil liked or disliked speaking in French.
Reading	26	Reading comprehension was or was not enjoyed by the pupil.
Writing	27	Writing in French was or was not enjoyed.
Pair-work	28	Where pair-work was included in the lesson it was considered to be a useful activity.
Been to France	29	The pupil had visited France.
Live in France	30	Whether the pupil would consider living in France.
Parents interested	31	The pupil's parent(s) were supportive of French being learned at school.
Make French compulsory - primary	32	French should be compulsory at primary school.
Make French compulsory - secondary	33	French should be compulsory at secondary school.
GCSE	34	The pupil would be happy to study French GCSE.